

# Psychological Abstracts

VOLUME 27 · NUMBER 8 · AUGUST 1953

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*Editorial Office: University of Illinois, Urbana, Ill.; Business Office: Prince and Lemon Streets, Lancaster, Pennsylvania and 1333 Sixteenth Street N. W., Washington 6, D. C. Send changes of address to: Psychological Abstracts, 1333 Sixteenth Street N. W., Washington 6, D. C.*

S U B S C R I P T I O N   \$ 8 . 0 0   A   Y E A R

F O R E I G N   \$ 8 . 5 0

PUBLISHED MONTHLY AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA  
BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

*Entered as second-class matter July 12, 1957, at the post-office at Lancaster, Pa., under the Act of March 3, 1879. Acceptance for mailing at the special rate of postage provided for in the Act of February 28, 1925, embodied in paragraph (d-2), Section 34.40, P. L. and R. of 1948, authorized October 24, 1947.*

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# Psychological Abstracts

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## GENERAL

5485. Hunt, J. McV. (*U. Illinois, Urbana.*) Psychological services in the tactics of psychological science. *Amer. Psychologist*, 1952, 7, 608-622.—"Psychological science and psychological services are interrelated and interdependent." The author stresses the role of "psychological services and social organization in the tactics of advancing science especially in areas of personality and social psychology." Efforts should be made in the training of psychologists to embrace fields of current knowledge such as science, mathematics, physiology, and sociology. The apprenticeship in the skills of a counselor and a group dynamicist is also desirable. The strength of psychology lies in a continuation of the present fusion of the various branches of psychology. 88-item bibliography.—*R. Mathias.*

5486. Lindner, Robert. *Prescription for rebellion*. New York: Rinehart, 1952. 305 p. \$2.75.—Psychologists have intensified and helped in spreading the notion that the optimal way of life is the way of adjustment, an idea which leads to destruction of civilization and its members. The remedy lies in withdrawing support from this fallacious belief and standing on the opposite side, namely rebellion. This can be accomplished by psychology in fulfilling its twofold task: the study of man and the "discovery of the ways and means by which the dynamic processes of human evolution can be aided."—*M. J. Stanford.*

5487. Mestre, José Manuel. *De la filosofía en La Habana*. (Philosophy in Havana.) Havana, Cuba: Ministerio de Educación, 1952. 193 p.—The text of an address tracing the development of philosophy in Havana in the eighteenth century until 1861, with notes and biographical studies by Humberto Pinera Llera. Mestre considers philosophy as the science above all sciences which will develop the laws of the soul.—*M. J. Isch.*

5488. Prasad, Kali. *Notre travail de synthèse dans le laboratoire de psychologie*. (Our work on synthesis in the psychological laboratory.) *Psyché*, 1952, 7, 579-581.—The author categorizes his interests in 4 areas: (1) the development of a field theoretical view in experimental psychology; (2) the study of the "changing human nature" (a systematic and experimental study of Indian psychology); (3) a study of social tensions in India (in cooperation with UNESCO); and (4) the problem of fatigue and efficiency in the textile industry.—*G. Besnard.*

## THEORY & SYSTEMS

5489. Alexander, Franz, & Ross, Helen. (Eds.) (*Institute for Psychoanalysis, Chicago, Ill.*) *Dynamic psychiatry*. Chicago, Ill.: University of Chicago Press, 1952. xii, 578 p. \$10.00.—Part I. Concepts of dynamic psychiatry, contains chapters on Development of the fundamental concepts of psychoanalysis by Franz Alexander; Dreams and rational behavior by Thomas M. French; History of metapsychological concepts by Edoardo Weiss (28 references); and Personality development by Therese Benedek (42 references). Part II. Clinical psychiatry, contains chapters on Neuroses, behavior disorders, and perversions by Franz Alexander and Louis B. Shapiro; Acute neurotic reactions by Leon J. Saul and John W. Lyons (32 references); Emotional disorders of childhood by Margaret W. Gerard (95 references); Contributions of psychoanalysis to the study of organic cerebral disorders by Henry W. Brosin (181 references); Psychodynamic approach to the study of psychoses by John C. Whitehorn; Contributions of psychoanalysis to the study of the psychoses by Henry W. Brosin (139 references); Principles of psychiatric treatment by Maurice Levine (47 references). Part III. Influence of psychoanalysis on allied fields, contains chapters on The psychosomatic approach in medicine by Franz Alexander and Thomas S. Szasz (95 references); Some relationships between social anthropology and psychiatry by Margaret Mead (86 references); Clinical psychology by David Shakow (28 references); Animal psychology in its relation to psychiatry by David M. Levy (36 references); and A review of the influence of psychoanalysis on current thought by Henry W. Brosin (150 references).—*A. J. Sprow.*

5490. Boring, Edwin G. (*Harvard U., Cambridge, Mass.*) *The validation of scientific belief: a conspectus of the symposium*. *Proc. Amer. phil. Soc.*, 1952, 96, 535-539.—"Scientific truth is . . . usually truth by agreement, a social kind of truth." In the development of this thesis the author considers unconscious bias and the acceptance and agreement by an in-group. The rejection of scientific (or pseudo-scientific) claims may involve either of these. As criteria of scientific belief the author suggests that (1) agreement by scientists, i.e. those best trained to interpret the evidence, (2) control in empirical observation, and (3) weight of total evidence must be considered.—*C. M. Louttit.*

5491. Cohen, I. Bernard. (*Harvard U., Cambridge, Mass.*) *Orthodoxy and scientific progress*. *Proc. Amer. phil. Soc.*, 1952, 96, 505-512.—Num-

erous examples, mostly from the history of physics, show how scientific thinking progresses in relation to the inertia of belief. A new theory, opposing an old orthodox one, remains an unorthodoxy until it is accepted to become the new orthodoxy. Inertia has often prevented great men (even Galileo) from accepting new views although evidence was sufficient. The author favors tolerance toward unorthodoxies in science as long as the deviationists do not slight the basic scientific premise that theory must depend on evidence.—E. G. Boring.

5492. Federn, Paul. *Ego psychology and the psychoses*. New York: Basic Books, 1953. 375 p. \$6.00.—This compilation of 16 selected papers sets forth the author's analysis of and contributions to ego psychology especially in relation to the causes and treatment by psychoanalysis of the psychoses. The volume is divided into 3 parts the first of which consists of 5 papers on ego feelings and the dream. Part II, 9 papers, deals with the problems of treatment in schizophrenia and the manic-depressive psychosis. Part III, 2 essays, considers the ego in relation to narcissism. Federn's bibliography is listed by title on pages 365-369.—L. A. Pennington.

5493. Harriman, Philip L. (Bucknell U., Lewisburg, Pa.) *The ancestry of id*. *J. clin. Psychol.*, 1952, 8, 416-417.—The author speculates that Freud's id was a development from Weismann's dynamic ids rather than from the static Latin pronoun.—L. B. Heathers.

5494. Hilgard, Ernest R. (Stanford U., Calif.) *Experimental approaches to psychoanalysis*. In *Pumpian-Mindlin, E., Psychoanalysis as science*, (see 27: 5501), 3-45.—Selected analytic concepts (defense mechanisms, hoarding, psychosexual development among others), when subjected to experimental study, bear up well. In this first lecture emphasis is given Blum's Blacky Test by virtue of its fruitfulness as a means of hypothesis-testing. In the second lecture an analysis of psychoanalytic therapy is made with detailed reference to Keet's experimental design. It is concluded that while "it has been possible to parallel many psychoanalytic phenomena in the laboratory, experimentation must not only confirm or deny but must also advance knowledge." Analysts, if they wish to make their approach scientific must "be prepared to follow some of the standard rules of science."—L. A. Pennington.

5495. Kekszkemeti, Paul. *Meaning, communication, and value*. Chicago, Ill.: University of Chicago Press, 1952. 349 p.—Author argues the thesis that philosophical thought must add the study of meaning interpretation and evaluation to the impersonal disciplines of formal logical deduction and empirical fact finding. Meaning is defined as that complex relation in which object or sign determines a "good" or "bad" response in the situation in which it is encountered. Good and bad are general standards of satisfaction. The book is divided into 4 parts: Meaning and situation, Meaning and behavior, Meaning and language, Meaning and value.—J. R. Kantor.

5496. Kubie, Lawrence S. *Problems and techniques of psychoanalytic validation and progress*. In *Pumpian-Mindlin, E., Psychoanalysis as science*, (see 27: 5501), 46-124.—The basic features, set forth in 2 lectures, of psychoanalysis (including free association, transference phenomena, and interpretations) are described after which the author indicates the need for the application of interdisciplinary approaches and experimental designs so that current, working assumptions can be confirmed, refuted re-defined, or extended. This is especially urged in the instance of the interpretation the validity of which is the "critical test of the validity of . . . theory." By virtue of the scope of analytic formulations and practice scientific study of its tenets can best be done through the development of a specific institute designed for research purposes.—L. A. Pennington.

5497. Lessa, William A. (U. California, Los Angeles.) *Somatomancy—precursor of the science of human constitution*. *Sci. Mon.*, N. Y., 1952, 75, 355-365.—Somatomancy ("a new term . . . for all kinds of divination from the human body, whether involving phrenology, chiromancy, or various forms of astral physiognomy") is a precursor of biotypology; their relation is as magic to science, but resemblances exist.—B. R. Fisher.

5498. London, Ivan D. *Quantum biology and psychology*. *J. gen. Psychol.*, 1952, 46, 121-149.—Since there is a mutual dependence of the biological world upon the psychological world and vice versa, the existence of a successful quantum biology must raise hopes for a successful quantum psychology. According to the author some form of quantum biology is on its way the successful formulation of which will contribute greatly to the development of a quantum psychology, even if this will not happen in the near future. 70 references.—M. J. Stanford.

5499. Polanyi, Michael. (U. Manchester, Eng.) *The stability of beliefs*. *Brit. J. Phil. Sci.*, 1952, 3, 217-232.—Beliefs are of two kinds. Some are held as explicit professions of articles of faith, while others are held implicitly through reliance upon a general conceptual framework underlying the interpretation of all experience. The principle of doubt has worked in such a way as to eliminate many uncritical beliefs of the first type. Doubt has further resulted, however, in the conversion of faith into implicit beliefs which elude our skepticism. Scientific beliefs, since they can never be exhaustively justified by statements of fact, constitute a shared conventional system. Systems of belief are stabilized through the operation of several factors.—P. E. Lichtenstein.

5500. Pumpian-Mindlin, E. *The position of psychoanalysis in relation to the biological and social sciences*. In *Pumpian-Mindlin, E., Psychoanalysis as science*, (see 27: 5501), 125-158.—Psychoanalysis, developing as a medical specialty from 19th century Darwinian biology, has evolved to a position between the biological and social sciences. "It cannot be judged by the criteria of the physical and biological sciences alone because it rests on the principle of

multiple determinants" and, hence, its subject matter is on a different integrative level with its hypotheses and principles lacking in the specificity demanded in the exact sciences. Psychoanalysis "must content itself (presently) . . . with establishing what appear to be significant . . . correlations rather than specific causal relationships."—L. A. Pennington.

5501. Pumpian-Mindlin, E. (Ed.) (*V. A. Mental Hygiene Clinic, Los Angeles, Calif.*) **Psychoanalysis as science; the Hixon Lectures on the scientific status of psychoanalysis.** Stanford, California: Stanford University Press, 1952. x, 174 p. \$4.25.—This symposium, consisting of 5 lectures, was directed toward a clarification of the scientific basis of psychoanalysis. The lecture series, given March-May, 1950 at the California Institute of Technology in Pasadena, was sequentially presented as follows: E. R. Hilgard, 2 lectures (see 27: 5494), L. S. Kubie, 2 lectures (see 27: 5496), and the fifth by the editor (see 27: 5500). 11-page reference list.—L. A. Pennington.

5502. Stewart, David A. **The dilemma in scientific psychology.** *Bull. marit. Psychol. Ass.*, 1952, (Dec.), 11-18.—The problem of human choice creates a dilemma for psychology in relation to ethics. "Striving on the one hand to be a candidate for the title of natural science and on the other hand postulating that human beings can choose to alter their behavior, psychology at once destroys choice and fosters it. This dilemma turns into self-destruction where psychologists insist on grounding their postulates in biology and in mathematics, resolutely abandoning the problem of choice to traditional ethics." A way of knowing, "empathic activity," is described as method of avoiding this dilemma in the study of choice.—W. F. Grether.

5503. Strawson, P. F. (*Oxford U., Eng.*) **Introduction to logical theory.** New York: Wiley, 1952. x, 266 p. \$3.50.—The purpose of this book is two-fold: first, to bring out some differences and similarities between symbols in a logical system and verb forms and implications in ordinary speech; second, to describe some general characteristics of formal logic. The roles of rules of defining, postulating, and theorizing are described, together with some systems: truth-functional, class, and predicative. The status of traditional Aristotelian logic is examined when expressed as a predicative system and conditions imposed for its self-consistency so expressed. The implications of deduction and induction are clarified.—B. H. Fox.

5504. Wisdom, John. (*Cambridge U., Eng.*) **Other minds.** New York: Philosophical Library, 1952. 259 p. \$4.75.—8 articles reprinted from *Mind* (Nos. 196-208) and 4 Aristotelian Society papers explore the problem of doubt and the difficulty or impossibility of ascertaining precisely the content of another mind. The appearance vs. reality problem is analyzed from the point of view of a modified and limited solipsism.—A. Fisher.

5505. Wynne, J. P. (*Longwood Coll., Farmville, Va.*) **Mind and education: from the stand-**

**point of John Dewey and George Herbert Mead.** *Educ. Theory*, 1952, 2, 129-140.—The functional-meaning theory of mind, for the development of which Dewey and Mead are primarily responsible, is considered wherein mind is taken to be a part of and continuous with nature. Mind is social in quality and in origin but it is also individual in that it is present only in situations which involve some human personality. It is functionally instrumental in that it serves as a means of control and direction; it is functionally symbolic in that it operates through the use of symbols. Mind is substantial in that it is a system of meanings, or quality of events, that endures through time. The continuous, social, individual, functional, substantial, and conscious aspects of mind are discussed in relation to an experimentalist conception of education.—A. E. Kuenzli.

#### METHODS & APPARATUS

5506. Burnham, Robert W. **A colorimeter for research in color perception.** *Amer. J. Psychol.*, 1952, 65, 603-608.—A compact colorimeter giving a large test patch is described. It is unique in its method of color mixture. Color is mixed by passing a light through a filter frame on which four filters are mounted, the amount of light passing through any one filter being adjustable by adjusting position of filter frame, the light is then passed through an optical integrating bar and projected on opal glass for viewing.—J. A. Stern.

5507. Gunter, Roy C., Chandler, Kenneth A., Wapner, Seymour, & Werner, Heinz. (*Clark U., Worcester, Mass.*) **A device for measuring angular movements of the body around its own axes.** *Amer. J. Psychol.*, 1952, 65, 609-613.—Electrical devices for measuring movements in the sagittal and fronto-parallel planes as well as torsion around the vertical axis are described.—J. A. Stern.

5508. Harper, Robert S., & Oldroyd, Carl R. **An inexpensive color-mixer.** *Amer. J. Psychol.*, 1952, 65, 614-616.—A simple and inexpensive differential mixer is described.—J. A. Stern.

5509. Rolle, S. D. **K metodike dozirovannogo razdrazheniia (taktil'nogo i bolevogo) kozhnogo analizatora.** (On a method of quantitative [application of] stimulation (tactile and painful) of the dermal analyzer.) *Zh. Nevropat. Psichiat.*, 1952, 52(9), 70.—Details are given of an instrument capable of quantitative control of degree of tactful and painful stimulation of the skin.—I. D. London.

5510. Sendroy, Julius, Jr., & Cecchini, Louis P. **Quantitation of biological and other data by photoelectric measurement of areas.** *Proc. Soc. exp. Biol., N. Y.*, 1952, 81, 478-483.—By means of a light source, condensing lens, base plate surface (for specimen's placement), a second condensing lens, and a photoelectric cell connected to a galvanometer and variable resistance the authors describe a method for measurement of irregular or regular, planar or projected areas. The apparatus, cheaply and easily constructed, replaces the polar planimeter.—L. A. Pennington.

5511. Young, Francis A., & Biersdorf, William R. *An apparatus for taking rapid photographs of the pupil in visual darkness.* *Amer. J. Psychol.*, 1952, 65, 617-618.—An apparatus involving the use of stroboscopic lamps, and a strobotac are described.—*J. A. Stern.*

## NEW TESTS

5512. Philip, C. T. *A mechanical aptitude test.* *Indian J. Psychol.*, 1949, 24, 96-99.—This pencil and paper test was derived for preliminary selection and guidance for high school pupils in choosing their careers. The correlation between test scores and attainment was sufficient to establish validity. It was found that mechanical aptitude measures something different from so-called intelligence. For girls, the pattern of the distribution for mechanical aptitude resembles that for intelligence more closely than for the boys. Girls and boys use different abilities for solving the same problems.—*G. E. Bird.*

## STATISTICS

5513. Baker, Paul C. (*Purdue U., Lafayette, Ind.*) *Combining tests of significance in cross-validation.* *Educ. psychol. Measmt.*, 1952, 12, 300-306.—In cross-validation the problem of combining tests of significance presents itself. The terms, compound probability and joint probability, are defined and distinguished with the suggestion that compound probability is the more appropriate value in cross-validation studies. An abac for determining the compound probability of two combined independent tests of significance is described.—*W. Coleman.*

5514. Bryan, Miriam M., Burke, Paul J., & Stewart, Naomi. *Correction for guessing in the scoring of pretests: effect upon item difficulty and item validity indices.* *Educ. psychol. Measmt.*, 1952, 12, 45-56.—This study reports that correction for guessing in the scoring of pretests tends to result in item statistics which are more useful than those obtained with uncorrected pretest scores. Differences in method of criterion-group selection produced differences in validity indices and in effectiveness of distracters for those pretests which had been difficult for the examinees.—*A. J. Sprow.*

5515. Coffman, William E. (*ETS, Princeton, N. J.*) *Estimating the internal consistency of a test when items are scored 2, 1, or 0.* *Educ. psychol. Measmt.*, 1952, 12, 392-393.—Coffman presents a transformation of Hoyt's formula for estimating the degree of internal consistency of a test using the analysis of variance. The transformation is applicable when items are scored 2, 1, or 0 instead of 1 or 0.—*W. Coleman.*

5516. Comrey, Andrew L. (*U. Southern California, Los Angeles.*) *Mental testing and the logic of measurement.* *Educ. psychol. Measmt.*, 1951, 11, 323-334.—A discussion of the problems of psychological measurement as they apply to mental testing. Criticisms of mental testing are reviewed; some possible consequences of the difficulties outlined; and criteria for evaluating mental test methods consid-

ered. It is concluded that mental-test workers should try to develop measurement techniques "which give some hope for better satisfying the practical validity criteria rather than the fundamental-measurement criteria."—*A. J. Sprow.*

5517. Dudek, Frank J. (*U. Nebraska, Lincoln.*) *A comparison of biserial  $r$  with Pearson  $r$ .* *Educ. psychol. Measmt.*, 1952, 12, 759-766.—Comparison of 534  $r$ 's with the product moment  $r$ 's for the same data resulted in a mean discrepancy of .00. The standard deviation of the discrepancies was .055. With marked skew in the distribution ( $y_1$  of .4 or more) there are large numbers of discrepancies. "The point at which the dichotomous variable is split also affects the variability of the  $r$ 's estimates. The higher the correlation, the less the discrepancy between  $r_b$  and  $r$ ." On the basis of these findings the author recommends more frequent usage of  $r_b$  in view of its being a less time consuming computation. Certain cautions are suggested in its use.—*W. Coleman.*

5518. Dudek, Frank J. (*U. Nebraska, Lincoln.*) *Concerning "reliability" of tests.* *Educ. psychol. Measmt.*, 1952, 12, 293-299.—"The reliability coefficient has meaning only in relation to the way in which it is computed and the manner in which it is interpreted." Statistical data are presented to illustrate "that longer tests may not afford more reliable prediction due to instability of the trait being measured over periods of time." The difficulty level of the test may also affect the reliability coefficient. Reliability coefficients need to be interpreted in a relatively specific manner.—*W. Coleman.*

5519. Ebel, Robert Louis. (*U. Iowa, Iowa City.*) *The reliability of an index of item discrimination.* *Educ. psychol. Measmt.*, 1951, 11, 403-408.—Instructors at the State University of Iowa are encouraged to submit their objective examinations for item analysis. Reliability of item-analysis data as a function of sample size, reliability of discrimination indices as a function of the per cent of papers in the extreme groups, and reliability as a function of other factors are considered and data presented in tabular form.—*A. J. Sprow.*

5520. Engelhart, Max D., & Erickson, Ruth M. *A note on the calculation of percentile ranks.* *Educ. psychol. Measmt.*, 1952, 12, 307-315.—A modification of Thurstone's method of computing percentile ranks is suggested.—*W. Coleman.*

5521. Ferguson, G. A. (*McGill U., Montreal, Que., Can.*) *A note on the Kuder-Richardson formula.* *Educ. psychol. Measmt.*, 1951, 11, 612-615.—The relationship between split-half and Kuder-Richardson reliability coefficients and the extended use of the Kuder-Richardson formula to provide indices of the internal consistency of responses on personality inventories, attitude scales, and other types of tests which permit of more than 2 categories of response are considered.—*A. J. Sprow.*

5522. Glaser, Robert. *The application of the concepts of multiple-operation measurement to the re-*

**sponse patterns on psychological tests.** *Educ. psychol. Measmt.*, 1951, 11, 372-382.—This investigation sought to verify empirically hypotheses previously derived concerning the response properties of psychological tests that employ the method of multiple-operation measurement. Agreement between theoretical expectations and empirical findings for several properties of inconsistent responses on certain psychological tests.—*A. J. Sprow.*

5523. **Glaser, Robert.** (Amer. Inst. Res., Pittsburgh, Pa.) **The reliability of inconsistency.** *Educ. psychol. Measmt.*, 1952, 12, 60-64.—The reliability of the distributions of response inconsistency determined from only 2 administrations of a test is considered. The reliability of these inconsistent responses points out a property of psychological measurement which should be considered in scaling procedures in which response patterns are considered to be reproducible from a test score. These inconsistent responses should be considered in studies of inter- and intra-individual consistency.—*A. J. Sprow.*

5524. **Hertzka, Aldred F., Michael, William B., & Perry, Norman C.** (U. Southern California, Los Angeles.) **Systematic error in estimates of a phi coefficient.** *Educ. psychol. Measmt.*, 1952, 12, 285-292.—A procedure is described for determining the amount of systematic error that may be present "in the use of a formula for estimation of the magnitude of phi coefficient corresponding to a total criterion sample from knowledge of a size of a coefficient calculated from employment of contrasted groups."—*W. Coleman.*

5525. **Horst, Paul.** (ETS, Princeton, N. J.) **Estimating total test reliability from parts of unequal length.** *Educ. psychol. Measmt.*, 1951, 11, 368-371.—A formula and proof therefor are given for the estimate of the reliability of a total test from the correlation between the 2 parts if what proportion of the total test is taken up by each part is known.—*A. J. Sprow.*

5526. **Hoyt, Cyril J., & Stunkard, Clayton L.** (U. Minnesota, Minneapolis.) **Estimation of test reliability for unrestricted item scoring methods.** *Educ. psychol. Measmt.*, 1952, 12, 756-758.—To estimate the reliability coefficient and the standard error of measurement with unrestricted item scoring methods a formula is proposed and its derivation described.—*W. Coleman.*

5527. **Hsu, E. H.** (Catholic U., Washington, D. C.) **Simple graphical determination of standard error of difference and correlation coefficient.** *Educ. psychol. Measmt.*, 1951, 11, 516-523.—A rapid graphical solution and a gadget method based on it are presented for the determination of the standard error of difference and correlation coefficient.—*A. J. Sprow.*

5528. **Jenkins, William Leroy.** (Lehigh U., Bethlehem, Pa.) **An improved short-cut method for multiple R.** *Educ. psychol. Measmt.*, 1952, 12, 316-322.—Jenkins' new formula utilizes ratios of  $r$ 's

directly instead of converting them into  $E$ 's. The short-cut remains dependent upon series of three-variable multiples to build up a multiple  $R$ . A table replaces the previous graphic chart.—*W. Coleman.*

5529. **Kuang, H. P.** (U. Minnesota, Minneapolis.) **A critical evaluation of the relative efficiency of three techniques in item analysis.** *Educ. psychol. Measmt.*, 1952, 12, 248-266.—Comparison is made of 3 item analysis techniques: (1) the bi-serial correlation coefficient, (2)  $Z$  transformation, and (3) probit analysis. The  $Z$  transformation utilizing Davis' index was the fastest method of computation. The 3 techniques seemed to agree in selecting best items.—*W. Coleman.*

5530. **Kurtz, Albert K., Jaspen, Nathan, & Ash, Philip.** (Pennsylvania State Coll., State College.) **An efficient method of partitioning populations among control and experimental groups.** *Educ. psychol. Measmt.*, 1951, 11, 578-586.—The most efficient proportions of the total sample distributed among 1, 2, 3, or 4 control groups and from 1 to 10 experimental groups for various ratios of the standard deviation to maximize the critical ratio for experimental-control group mean difference comparisons are tabled, and the statistical formulation developed.—*A. J. Sprow.*

5531. **Levine, Abraham S.** (U. Illinois, Urbana.) **A technique for developing suppression tests.** *Educ. psychol. Measmt.*, 1952, 12, 313-315.—Suppression items are suggested instead of suppression tests to measure non-valid variance. Suppression items may be identified when external criterion and interval consistency item analyses are both used. Items that are only internally consistent in this joint analysis are revealed as suppressors and should be discarded. When these items are used in the predictor "they tend to actually lower the validity of a predictor by adding more non-valid or contaminating variance."—*W. Coleman.*

5532. **Mainland, Donald** (N. Y. U. Coll. Med.), & **Murray, I. M.** **Tables for use in fourfold contingency tests.** *Science*, 1952, 116, 591-594.—Use of the 2 tables published here can be substituted for the more laborious use of the chi-square contingency (with Yates' correction for continuity) or Fisher's exact tests, in cases where equal-size samples are being compared and individuals are arranged in a four-fold contingency table, and where "the investigator requires only an assessment of significance at the conventional 5% and 1% levels." The very simple method of using the tables is illustrated, and certain limited applications when the samples are unequal in size are indicated. Preparation and reliability of the tables are briefly covered.—*B. R. Fisher.*

5533. **Michael, William B., & Perry, Norman C.** (U. Southern California, Los Angeles.) **The prediction of membership in a trichotomous dependent variable from scores in a continuous independent variable.** *Educ. psychol. Measmt.*, 1952, 12, 368-391.—The present authors "derive equations for estimating the critical scores in an independent variable necessary to assure at a given level of probability

membership in a designated category of a trichotomous (continuous) dependent variable." They also propose "in the instance of a true trichotomy an equation based upon the principle of equal likelihood for approximating various critical scores in an independent variable that would permit the prediction of membership at a probability value of .50 in the two extreme categories associated with high and low scores."—W. Coleman.

5534. Michael, William B., Perry, Norman C., & Hertzka, Alfred F. (U. Southern California, Los Angeles.) Systematic error in estimates of tetrachoric  $R$ . *Educ. psychol. Measmt.*, 1952, 12, 515-524.—A procedure is suggested for estimating the amount of systematic error introduced through use of the tetrachoric correlation formula. Two tables for use in the method are presented.—W. Coleman.

5535. Mollenkopf, William G. (ETS, Princeton, N. J.) Some aspects of the problem of differential prediction. *Educ. psychol. Measmt.*, 1952, 12, 39-44.—The results of several derivations pertinent to the simple case of differential prediction, in which the choice is limited to 2 alternative courses of action  $a$  and  $b$ , and it is desired to predict for a given individual  $i$  whether his likelihood of success is better in  $a$  than in  $b$ , are given. Points regarding the characteristics desirable in a differential predictor are brought out.—A. J. Sprow.

5536. Perloff, Robert, & Perloff, Evelyn. A computational short-cut for adding standard scores. *Educ. psychol. Measmt.*, 1952, 12, 57-59.—A computational short cut for the addition of standard scores for use where standard scores are justified and scores are to be added for a final composite.—A. J. Sprow.

5537. Perry, Norman C., & Michael, William B. The estimation of a phi coefficient for an entire criterion group from a phi coefficient calculated from use of the extreme tails of a normal distribution of criterion scores. *Educ. psychol. Measmt.*, 1951, 11, 629-638.—"A formula has been derived for estimating what the phi coefficient would be for a total criterion group from a knowledge of phi coefficient computed from the use of 'high' and 'low' (extreme) groups that consist of equal proportions, such as the upper and lower quarters of a total criterion sample. An initial empirical check has indicated that the formula gives fairly satisfactory results. A procedure has been outlined for determination of the amount and direction of systematic error."—A. J. Sprow.

5538. Perry, Norman C., & Michael, William B. (San Jose State Coll., Calif.) The relationship of the tetrachoric correlation coefficient to the phi coefficient estimated from the extreme tails of a normal distribution of criterion scores. *Educ. psychol. Measmt.*, 1952, 12, 778-786.—The derivation of a formula for estimating a tetrachoric correlation coefficient from a phi coefficient computed from use of the 2 extreme tails of a normal distribution of criterion scores is presented. When applied to continuous variables a phi coefficient calculated from the upper and lower

27% of the total criterion group is equivalent to a Pearsonian  $r$ . A table is presented to facilitate the computation of the tetrachoric correlation coefficient.—W. Coleman.

5539. Simon, Charles W. (Ohio State U., Columbus.) Use of a deltagraph for presenting results of a large number of  $t$ -tests of significance. *Amer. J. Psychol.*, 1952, 65, 636-637.—A method for graphically presenting the results of a large number of  $t$ -tests of significance is described and advantages of this presentation are reported.—J. A. Stern.

5540. Smith, Robert G., Jr. (U. Illinois, Urbana.) "Randomness of error" in reproducible scales. *Educ. psychol. Measmt.*, 1951, 11, 587-596.—The concept of randomness of error in relation to inter-item coefficients of correlation is examined. Of the methods discussed, only a factor analysis is sufficient to determine whether or not randomness of error exists in a set of items. A quick, rough chi square test for randomness of error is proposed. A definition of a unidimensional test in terms of a matrix of inter-item coefficients of correlation of unit rank is suggested.—A. J. Sprow.

5541. Zachert, Virginia, & Levine, Abraham S. Comparison of correlations using raw scores and nine-point standard scores. *Educ. psychol. Measmt.*, 1952, 12, 776-777.—Using the Strong Vocational Blank for Men and the Airman Classification Battery two sets of correlations were computed, one based on raw scores and the second on nine-point standard scores. The mean absolute difference in 186 pairs of correlations computed was .0015. It is concluded that "the magnitude of correlations are not appreciably affected by changing wide-range, somewhat skewed, raw score distributions to nine-point standard score distributions." This fact suggests that a considerable amount of time can be saved without sacrificing accuracy thru using nine-point standard score distributions with the IBM tabulating machine in computing intercorrelations.—W. Coleman.

(See also abstract 5582)

#### REFERENCE WORKS

(See abstract 5829)

#### ORGANIZATIONS

5542. American Board of Examiners in Professional Psychology. The work of the . . ., 1952 Annual Report. *Amer. Psychologist.*, 1952, 7, 671-676.

5543. American Psychological Association. (Dorothy C. Adkins, Recording Secretary.) Proceedings of the Sixtieth Annual Business Meeting of the . . ., Sept. 2 & 4, 1952. *Amer. Psychologist*, 1952, 7, 645-670.

5544. American Psychological Association. Office of the Executive Secretary. APA officers, division officers, editors, committees, representatives, and related organizations, 1952-1953. *Amer. Psychologist*, 1952, 7, 623-633.

5545. American Psychological Association. (Fillmore H. Sanford, Executive Secretary.) Summary report on the 1952 annual meeting. *Amer. Psychologist*, 1952, 7, 634-644.

5546. Rohracher, Hubert. *Aus der wissenschaftlichen Arbeit des Psychologischen Institutes der Universität Wien*. (From the scientific work of the psychological institute, University of Vienna.) *Wien. Z. Phil. Psychol. Pädag.*, 1951, 3, 233-264.—Summary of 60-odd studies which were among the 94 carried out at the Institute since 1945. The topics cover such areas as perception, memory, personality, typology, testing, social and applied psychology. Bibliography of studies by members of the Institute.—A. O. Ross.

#### HISTORY & BIOGRAPHY

5547. ———. J. McV. Hunt. *Amer. Psychologist*, 1952, 7, 607.—Portrait.

5548. Baxter, C. A. Some reflections on thirty years of psychology. *Bull. marit. Psychol. Ass.*, 1952, (Dec.), 5-10.—The past 30 years of psychology are reviewed in retrospect. Observations are made concerning schools of psychology, the division into subject matter fields, developments in methodology, and the aims of psychology as a science.—W. F. Grether.

5549. Fedotov, D. D. *Iz proshloga russkoj psichatrii*. (From the past of Russian psychiatry.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 74-76.—An account of the activities of S. P. Zavadskij-Krasnopol'skij, noted for his translations into Russian of western psychiatric works during the 19th century.—I. D. London.

5550. Fernberger, S. W. (U. Pennsylvania, Philadelphia.) Some European psychological laboratories—1951. *Amer. J. Psychol.*, 1952, 65, 619-626.—A report covering a visit of experimental psychology laboratories and the problems encountered in these laboratories in the countries of Italy, France, Belgium and Great Britain.—J. A. Stern.

5551. Hiltner, Seward. (U. Chicago, Ill.) Tillich and pastoral psychology. *Pastoral Psychol.*, 1952, 3, (Dec.), 9-10; 66.—Biography.

5552. Roberts, David E. The man of the month: Paul Tillich. *Pastoral Psychol.*, 1952, 3 (Dec.), 8.—Portrait.

5553. Schlumberger, Marc. John Leuba (1884-1952). *Rev. franç. Psychanal.*, 1952, 16, 274-277.—Obituary.

5554. Spence, Kenneth W. Clark Leonard Hull: 1884-1952. *Amer. J. Psychol.*, 1952, 65, 639-646.—Obituary.

5555. von Bracken, Helmut. *(Langer Kamp 15, Braunschweig, Germany.) Recent trends in German psychology*. *J. gen. Psychol.*, 1952, 47, 165-179.—The topics selected for discussion are considered by the author as not being represented prominently in current American research, such as new developments in Gestalt psychology; experimental investigation of will; theory of Schichten; expressive move-

ments; German projective tests, and dynamics of social adjustment. The 2 primary trends which are believed to exist concern the tendency to stress the dynamics of personality and to enlarge the boundaries of psychology in the direction of processes that are more subtle, darker, less clear. 136 references.—M. J. Stanford.

5556. Willis, Rudy. (*Harvard U., Cambridge, Mass.*) Josiah Royce and the art of teaching. *Educ. Theory*, 1952, 2, 158-169.—A critique of the educational views of Royce is presented in a historical perspective, in relation to his contemporaries—James, Dewey, Hall, Munsterberg, and others—and with reference to the controversies, particularly between idealists and empiricists, that were current in the educational-psychological theory of the period. With William Dilthey, idealist Royce believed that any universally valid pedagogical science was impossible, that "human nature" is a product of evolution and differs from nation to nation and from century to century. Helpful pedagogical principles can be devised through psychological investigations, said Royce, but these must be adapted to each individual child and cannot be substituted for the teacher's personal insight. 50-item bibliography.—A. E. Kuensli.

5557. Zurabashvili, A. D., & Menteshashvili, I. T. *Vydaiushchisja psichiatr M. M. Asatiani*. (The outstanding psychiatrist, M. M. Asatiani.) *Zh. Nevropat. Psichiat.*, 1952, 52(4), 72-73.—An account of the psychiatric contributions of Asatiani, "one of the founders of Soviet psychotherapy."—I. D. London.

(See also abstracts 5564, 6054)

#### PROFESSIONAL PROBLEMS OF PSYCHOLOGY

5558. American Psychological Association. Committee on Malpractice Insurance. The case for and against malpractice insurance for psychologists. *Amer. Psychologist*, 1952, 7, 677-683.—A preliminary study indicates the complexity of the problem. Views of the committee, individual letters, experience with such plans in New York and Los Angeles are given. While the committee will continue its study, members of the APA are urged to indicate their opinions and wishes.—R. Mathias.

5559. American Psychological Association. Subcommittee on Training Methods and Procedures. (Francis P. Robinson, Chm.) Counselor training methods and procedures. A report of the Counselor Training Committee, Division 17. Columbia, Mo.: E. C. Roeber, University of Missouri, 1952. 38 p. 50¢.—This bulletin sets forth the results of a national survey by questionnaire on training methods. These are presented in 3 sections: (1) an introduction, (2) methods and procedures in the professional literature, and (3) current training methods and procedures.—L. A. Pennington.

5560. Baier, D. E., Harman, H. H., & McAdoo, H. L. Can personnel researchers test and train themselves in statistics? *Educ. Psychol. Measmt.*

1952, 12, 267-274.—Reports on an in-service training program in psychological statistics, research design, and data analysis conducted in the Personnel Research Section, A. G. O. A comprehensive test was cooperatively developed and given to the participants in the training program. Comparisons are made of scores on this test with ratings by associates, job level, and educational experience.—W. Coleman.

5561. Blajan-Marcus, Simone. *Erreurs, tâtonnements et tentations des apprentis analystes.* (Mistakes, gropings and temptations of apprentice analysts.) *Rev. fran<sup>c</sup>. Psychanal.*, 1952, 16, 292-312.—3 types of apprentice errors occur: those due to the effect on counter-transference of the imperfect resolution of interior conflicts; those due to inadequate analytic maturity, or tactical problems; those resulting from theoretical gaps, or strategical difficulties.—G. Rubin-Rabson.

5562. Bordin, Edward S. (U. Michigan, Ann Arbor.) Ethical responsibilities of instructors in testing courses. *Educ. psychol. Measmt.*, 1951, 11, 383-386.—This paper examines the "Proposed statement of ethical standards for the distribution of psychological tests and diagnostic aids" from the point of view of instructors in testing courses.—A. J. Sprow.

5563. Fensterheim, Herbert. (New York U.) Introspections of a clinical trainee. *Psychol. Newsltr.* 1952 No. 41, 1-5.—A clinical psychology trainee analyzes the problems he has encountered in his training program. The training program and the University's contribution are discussed. It is felt that trainees, despite the shortcomings in training programs, have developed a sense of responsibility toward the patients, their organization, and the profession as a whole. Until the University's goals in the training of clinical psychologists are further clarified, the University will not make its maximum contribution to the trainee.—D. S. Leeds.

5564. Hunter, Walter S. (Brown U., Providence, R. I.) Research interests in psychology. *Amer. J. Psychol.*, 1952, 65, 627-632.—Research interests in psychology, as reflected in the *Psychological Abstracts* covering the year 1951 are determined and discussed. A comparison is made between research interests as expressed in the 1939 issue of this journal and the 1951 volume.—J. A. Stern.

5565. Katzenstein, Betty, & Schneider, Eliezer. *Princípios éticos para o exercício da psicologia.* (Ethical principles of the practice of psychology.) *Arch. bras. Psicotécnia*, 1952, 4, 93-99.—Translation into Portuguese is made of the 43 ethical principles adopted by the New York State Psychological Association, Inc., as guide in the professional practice of psychology.—F. C. Sumner.

5566. Moore, B. V., & Bouthilet, Lorraine. The VA program for counseling psychologists. *Amer. Psychologist*, 1952, 7, 684-685.—The V.A. has established a training program for counseling psychologists. A brief description of the program is given. Upon recommendation of the Education and Train-

ing Board, the APA Council approved an interim list of schools for training and counseling psychologists. A report on the permanent plan will be presented to the APA Board of Directors in the spring of 1953.—R. Mathias.

5567. Rusalem, Herbert. (*Federation of the Handicapped, New York.*) Is there a place for you in state rehabilitation? *Personnel Guid. J.*, 1952, 31, 113-115.—A survey of 87 public vocational rehabilitation agencies indicates that standards and requirements differ from state to state, but that there are expanding opportunities for counselors in vocational rehabilitation.—G. S. Speer.

5568. Sanford, Fillmore H., & Hemphill, John K. An evaluation of a brief course in psychology at the U. S. Naval Academy. *Educ. psychol. Measmt.*, 1952, 12, 194-216.—By means of 4 paper and pencil tests the authors have evaluated the effectiveness of 15 hours instruction in psychology for midshipmen at the Naval Academy. Statistically significant gains were made on all 4 tests; common sense, social situation questionnaire, social intelligence test, and critical thinking test by the experimental group. The authors suggest that there is room to doubt that the changes will be permanent, "or that changes at the verbal level will result in changed behavior in concrete social situations." They also point out that they have no evidence that the midshipmen will be more effective leaders by virtue of their slight study of psychology.—W. Coleman.

5569. Tomaszewski, Tadeusz. *Kryzys metodologiczny w psychologii.* (Methodological crisis in psychology.) *Przeglad Psychol.*, 1952, No. 1, 1-35.—The problem of working methods is at present the greatest difficulty Polish psychologists encounter. The crisis deals with two questions: (1) What is the actual difference between new and old problems? (2) Why do old methods which formerly sufficed fail in solving new problems? It is pointed out that the methods of tests is based on an entirely fictitious picture of reality. It is too analytic, and disconnected from other functions. It leans too heavily on the quantitative rather than the qualitative aspect of psychic changes. The introspective method loses its value when confronted with the psychological problems of socialism. The author states that an account of human functions must take into consideration the fact that they are an external manifestation of the person who acts reflecting reality subjectively.—S. Kasman.

5570. U. S. Office of Education. National Scientific Register. *Psychologists.* U. S. Natl. Scient. Regist. Inform. Bull., 1952, No. 5, 4 p.—Data on age, sex, military status, employment fields, functions, educational background, and professional income secured from questionnaire returns from 6,578 members of the APA.—C. M. Louttit.

5571. Vernon, W. H. D. (*Psychiatric Clinic, Digby, N. S.*) The role and status of the clinical psychologist in the Maritime Provinces. *Bull. marit. Psychol. Ass.*, 1952, (Dec.), 19-28.—Clinical psychologists are normally given status subordinate

to that of psychiatrists. Arguments are presented for clinical psychologists to be given equal status. The psychologists' functions and status are discussed in four areas of work. (1) As a diagnostician the psychologist should not be merely a laboratory technician, but free to select his own tests and methods. (2) As therapist the psychologist is considered to have a definite and important role, which he is not always permitted to fill. (3) Research is one of the most significant and generally accepted functions of a psychologist. (4) Teaching of psychology in schools of psychiatry, most often done by psychiatrists, is considered to be a proper function of a clinical psychologist.—W. F. Grether.

5572. **Wolfie, Dael (Chm.), et al. Improving undergraduate instruction in psychology.** New York: Macmillan, 1952. vii, 60 p. \$1.25.—This is the report of a committee which met during the summer of 1951 at Cornell University to "develop a better undergraduate curriculum in psychology than is now being taught." The project was supported by the Grant Foundation and the Carnegie Foundation. Following a preface by the Chairman of the committee the details of the proposed new curriculum are presented. The headings of the 6 chapters which comprise these proposals indicate what the committee accomplished: "Objectives of Undergraduate Instruction in Psychology"; "The Recommended Curriculum"; "Personal Adjustment Courses"; "Technical Training in Psychology"; "Problems in the Implementation of the Curriculum"; "Research Problems Underlying the Curriculum in Psychology."—F. Costin.

5573. **Wrenn, C. Gilbert. (U. Minnesota, Minneapolis.) The ethics of counseling.** *Educ. psychol. Measmt.*, 1952, 12, 161-177.—Wrenn discusses the implications for counselors of the APA Code of Ethics, emphasizing that a "conflict in counseling ethics can be resolved only by recourse to a framework of values." As the counselor will ultimately have to resort to his own values to solve ethical conflicts, it is Wrenn's contention that the counselor may truly have to think more of others than of himself. "Counselors need to strengthen their moral courage as well as their understandings and skills, for it is the constellation of all these qualities that provides true professional competence."—W. Coleman.

(See also abstract 6160)

#### FILMS

5574. **Behavioral changes following paleocortical injury in rodents, carnivores, and primates.** (Schreiner, Leon, & Kling, Arthur.) 16 mm. motion picture film, color, sound, 20 min., 1952. Available through Army Medical Service Graduate School, Neuropsychiatry Division, Washington 12, D. C.—Behavioral changes in cats, rodents, and monkeys following surgical injury of the pyriform cortex, amygdala and adjacent structures are demonstrated. The postoperative behavior in all preparations shows: (1) increased activity to visual stimuli, (2) in-

creased oral behavior, (3) lack of aggressive response to stimuli normally eliciting such responses, (4) hypersexual behavior toward animals of same species or different species. The destruction of the hypothalamic ventromedial nuclei in previously amygdalectomized cats, shows loss of hypersexual activity, and increased aggressiveness.—A. Manoil.

5575. **Choosing your marriage partner.** (Hill, Reuben.) 16 mm. motion picture film, color or black and white, sound, 13 min., 1952. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$62.50, color \$125.00.—The problem of the choice of a marriage partner is analyzed through the presentation of a student who contemplates marriage, but has difficulties in deciding which one of two girls he knows would be the better choice. Under the advice of a marriage counselor he considers various aspects of emotional maturity, family background, philosophy of life, and compatibility of personality as keys to a mature choice. Behavioral aspects of these basic concepts are exemplified in various film sequences. Teachers' guide with reading references.—A. Manoil.

5576. **Client centered therapy, Part I.** (Rogers, Carl R., & Segel, Reuben H.) 16 mm. motion picture film black and white, sound, 31 min., 1952. Available through the Psychological Cinema Register, State College, Pa., rental \$4.50 a day, sale \$125.00.—The film presents the technique of client-centered therapy as performed on an actual case. The function of the therapist, the interview and the reactions of the client are illustrated. Certain portions of the film are repeated, the therapist explains his functions and interprets the behavior of the client for the audience. The moment the client starts asking questions of herself is given as the beginning of the therapy proper. As the therapeutic process progresses the client begins to express herself more freely.—A. Manoil.

5577. **Client centered therapy, Part II.** (Rogers, Carl R., & Segel, Reuben H.) 16 mm. motion picture film black and white, sound, 30 min., 1952. Available through the Psychological Cinema Register, State College, Pa., rental \$4.50 a day, sale \$125.00.—This is the second part of the film "Client centered therapy" (see 27: 5576). It represents client centered therapy in progress as performed in the 32nd interview. The client speaks freely of herself, expresses her feelings without hesitation, and shows increased insight into her problems. This part of the film is also an actual recording of the therapeutic sessions supplemented by explanations to the audience given by the therapist. The film emphasizes the function of the therapist and shows the actual process of client centered therapy.—A. Manoil.

5578. **Experimental neuroses in monkeys.** (Masserman, Jules H., & Pechtel, Curtis.) 16 mm. motion picture film, black and white, silent, 19 min., 1950. Available through Psychological Cinema Register, Pennsylvania State College, State College, Pa. \$38.00.—Experimental neuroses in monkeys are

demonstrated through the presentation of animals' deviant behavior as a consequence of motivational conflict. After conditioning for securing food, a rubber snake is presented. This creates a conflict between the feeding response and an "apparently spontaneous aversive reaction." The animals show neurotic tension, inhibition, stereotyped motor reactions, gastro-intestinal dysfunction, motor disturbances, startle and escape behavior, phallic behavior, sexual deviations, aimlessness, extreme dependence, and loss of dominance position.—*A. Manoil*.

5579. **He acts his age.** 16 mm. motion picture film, color or black and white, sound, 13 min., 1949. Available through National Film Board of Canada, 400 West Madison St., Chicago 6, Ill., and other distributors. \$60.00, color \$120.00.—This is the first film in the series, "Ages and Stages" which presents characteristic aspects of child development. Various patterns of behavior from one year to fifteen are demonstrated with emphasis on individual differences and age characteristics as manifested in play, free and supervised activity, attitudes toward the adult, and general socialization processes. The need for parental understanding and affection is stressed. The film was made with the assistance of Dr. C. G. Stogdill, psychiatrist.—*A. Manoil*.

5580. **Heredity and prenatal development.** 16 mm. motion picture film black and white, sound, 21 min., 1950. Available through McGraw-Hill Book Co., New York, Psychological Cinema Register, State College, Pa., and other distributors. Rental, \$3.00 a day; sale \$100.00.—Various aspects of fertilization, genetic factors, and prenatal development, as well as the behavior of the newborn are demonstrated through diagrams, commentary, and actual photography. The film illustrates also the importance of environmental factors in the total development of the individual.—*A. Manoil*.

5581. **How to concentrate.** (Quillen, I. James.) 16 mm. motion picture film, color or black and white, sound, 11 min., 1951. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$50.00, color, \$100.00.—Various aspects of concentration are clearly analyzed through use of characteristic illustrations and request for audience participation. The need for understanding the process of voluntary attention is emphasized. Concentration as a study skill or a mental habit can be developed through special training with emphasis on (1) selection of an idea or goal to be attended to, (2) formulation of questions and looking for specific answers, (3) recognition of the need for periods of relaxation, (4) use of situations in which concentration is easy, and (5) practice.—*A. Manoil*.

5582. **The language of graphs.** (Christofferson, H. C.) 16 mm. motion picture film, color or black and white, sound, 13 min., 1948. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$62.00, color, \$125.00.—The construction and usefulness of graphs are presented as applied to the analysis and understanding of various financial prob-

lems of a high school newspaper. The film demonstrates bar line, circle, and equation graphs. The usefulness of graphs as a means of communication is emphasized. Teachers' guide with suggestions for classroom use.—*A. Manoil*.

5583. **The meaning of engagement.** (Hill, Reuben.) 16 mm. motion picture film, color or black and white, sound, 16 min., 1952. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$62.00; color, \$125.00.—Various aspects of engagement as a preparation for marriage are analyzed through the presentation of a young engaged couple. The film emphasizes the engagement period as an adjustment process in which two different personalities learn to understand each other in terms of emotional needs with reference to practical life conditions. The period of engagement provides enough situations for genuine personality manifestations, a knowledge of parents and relatives, as well as mature consideration of marriage as a life problem. Teachers' guide with reading references.—*A. Manoil*.

5584. **More dates for Kay.** (Pope, Mary E. Weathersby.) 16 mm. motion picture film, black and white or color, sound, 11 min., 1952. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$50.00; color, \$100.00.—Various aspects of dating as experienced by adolescent girls are presented through the behavior of a girl who wants more dates. Characteristic patterns of dating behavior, integration of dating into the total social situation, psychological implications, and value judgments are presented for discussion with a view to the understanding of concrete actual life experiences. Teachers' guide with reading references.—*A. Manoil*.

5585. **Motivation and reward in learning.** (Miller, N. E., & Hart, G.) 16 mm. motion picture film, black and white, 15 min., sound, 1948. Available through the Psychological Cinema Register, State College, Pa. Rental \$2.50 a day; sale \$60.00.—Trial-and-error learning controlled by motivation and reward is demonstrated through comparisons between the behavior of a hungry and a sated rat. The first rat is active and learns to press a bar in order to get food; the sated rat is inactive. The introduction of a slight electric shock motivates the second rat into learning to strike the bar so as to avoid the shock. Rats learning to rotate a wheel, to bite a rubber tube, or to strike another animal are also shown.—*A. Manoil*.

5586. **Right or wrong? Making moral decisions.** (Landis, Judson T.) 16 mm. motion picture film, color or black and white, sound, 11 min., 1951. Available through Coronet Films, Coronet Bldg., Chicago 1, Ill. \$50.00, color \$100.00.—The problem of ethical standards in making decisions is presented for discussion. A gang of teen-age boys is shown in the act of breaking a window of a warehouse. One of the members of the gang who personally is innocent (except for his association with the others) is seen and recognized by the watchman. The watchman hesitates, but decides to call the police; the

mother of the boy is uncertain but doesn't hide the boy; the owner of the warehouse asks for punishment; the police officer is patient with the boy who denies having broken the window and doesn't think it would be right to "squeal" on the others. The boy maintains the same attitude toward a church counselor. The film ends by letting the audience discuss and decide what is right.—*A. Manoil*.

5587. **Subcortical relationships and emotional behavior in the albino rat.** (Brady, Joseph V., & Nauta, Walle J. H.) 16 mm. motion picture film, black and white, silent, 13 min., 1952. Available through Army Medical Service Graduate School, Department of Psychology, Neuropsychiatry Division, Washington 12, D. C.—The film demonstrates the effects on the rat of surgical lesions in the septal forebrain area. Pre-operative and postoperative behavior is shown. Experimental animals are generally jumpy with marked changes in tenseness, sensitivity, aggressiveness, and escape behavior as compared with both normal and operated controls.—*A. Manoil*.

5588. **The terrible twos and the trusting threes.** 16 mm. motion picture film, color or black and white, sound, 20 min., 1950. Available through National Film Board of Canada, 400 W. Madison St., Chicago 6, Ill., and other distributors. \$80.00, color \$160.00.—This film is the second in the series "Ages and Stages" presenting characteristic aspects of child development. The behavior of two and three year olds is shown as observed in the nursery and at home. Various activities such as independent play, object manipulation, beginning of toy sharing, and cooperative play at three, language activity, toilet training, eating habits, imitation of the adult as well as imaginary play are demonstrated through photography of actual situations. The film emphasizes individual differences, and the need for parental affection and understanding, especially with reference to the process of socialization.—*A. Manoil*.

5589. **Views of a decorticated dog.** 16 mm. motion picture film, black and white, silent, 10 minutes, 1934. Available through Psychological Cinema Register, Pennsylvania State College, State College, Pa., \$19.50.—Characteristic behavior aspects of a decorticated dog are shown. The decorticated dog shows poor proprioceptive control of the limbs, tends to retain imposed postures, has an unsteady gait, and moves blindly into an obstacle without trying to remove it; also, it shows difficulties in taking food, has extreme reactions to stimulation, and abnormally dilated pupils. Conditioning to simple stimuli is shown.—*A. Manoil*.

#### PHYSIOLOGICAL PSYCHOLOGY

5590. **Bayley, Nancy, & Pinneau, S. R. Erratum.** *J. Pediat.*, 1952, 41, 371.—A correction of Table II D is presented from page 429 of the article "Tables for predicting adult height from skeletal age: revised for use with the Greulich-Pyle Hand Standards" (see 27: 806).—*M. C. Templin*.

5591. **Bergna, Luis María. Estudio cephalometrico de la poblacion misionera de ascendencia conocida.** (A cephalometric study of the population in Misiones of known ancestry.) *An. Inst. Etnica nac.*, 1951, 4, 103-150.—The children range in age from 7 to 16 years; their ancestors were Poles, Ucranians, Germans, Argentinians, Paraguayans, Brazilians, Turks, and Lebanese. Differences are not correlated with sex or age. All the groups exhibit hybridism. Boys show more variations than girls. Heads tend to be round and tall. Argentinians and Paraguayans are more like each other than they are like other children.—*H. L. Latham*.

5592. **Boag, T. J. The white man in the Arctic. A preliminary study of problems of adjustment.** *Amer. J. Psychiat.*, 1952, 109, 444-449.—Observations are reported on some of the psychological stresses of life in the Arctic, and reactions to them. The importance of distinguishing between situations involving direct exposure to climatic stress, and those in which such exposure is avoided, is pointed out. Some of the difficulties involved in the field work are described and suggestions are made as to the lines along which further study should proceed.—*F. W. Snyder*.

5593. **Brown, Arnold L., Vawter, Gordon F., & Marbarger, John P. (U. Illinois, Chicago.) Temperature changes in human subjects during exposure to lowered oxygen tension in a cool environment.** *J. Aviat. Med.*, 1952, 23, 456-463.—"The response in humans to exposure to a cool environment does not appear to be significantly altered by a reduced partial pressure of oxygen in the inspired air."—*A. Chapanis*.

5594. **Davis, D. Russell. Emotional disturbances and behavioural reactions.** In *Studies of under-nutrition in Wuppertal 1946-9*. London: Med. Res. Council Spec. Rep. Ser. No. 275, 1951, p. 147-164.—"Many of the symptoms and signs that were commonly seen in civilians and repatriated prisoners were not directly attributable to undernutrition, although they were often associated with it. There would seem to be a psychological as well as a physical cause for the breathlessness, sweating, insomnia, giddiness, exaggerated reflexes, fatigue, impairment of memory and other complaints. All these symptoms can be regarded as components of an effort syndrome. It is suggested that among the German civilians the stresses accompanying the shortage of food were the main underlying causes of anxiety, and hence of the signs of effort syndrome. The treatment they received in Russia and the difficulties facing them on their return seem to have provoked the symptoms in the repatriated prisoners."—*J. Brozek*.

5595. **Doust, John W. Lovett, & Schneider, Robert A. (Maudsley Hosp., London, Eng.) Studies on the physiology of awareness: the effect of rhythmic sensory bombardment on emotions, blood oxygen saturation and the levels of consciousness.** *J. ment. Sci.*, 1952, 98, 640-653.—Blood oxygen saturation levels assessed by spectroscopic oximetry

are different for psychiatric patients and for normals, whether stimulation is photic, sonic, or tactile. 35 references.—*W. L. Wilkins.*

5596. Goldstein, M. S., Ramey, E. R., Fritz, I., & Levine, R. (U. Chicago, Ill.) Reversal of effects of stress in adrenalectomized animals by autonomic blocking agents. Use of atropine, banthine and dibenamine. *Amer. J. Physiol.*, 1952, 171, 92-99.—Adrenalectomized rats and dogs were subjected to various types of stress, e.g. hemorrhagic shock, cold, and strenuous muscular activity. It was found that injection of such chemical substances as atropine, banthine, dibenamine, which block activity of the autonomic nervous system at various points, protected the adrenalectomized animals against the effects of the above mentioned stresses.—*J. P. Zubek.*

5597. Henry, J. P., Ballinger, E. R., Maher, P. J., & Simons, D. G. (Wright-Patterson AFB, Dayton, Ohio.) Animal studies of the subgravity state during rocket flight. *J. Aviat. Med.*, 1952, 23, 421-432.—Physiological and photographic records made on primates enclosed in high-altitude rockets suggest that the subgravity state, in currently attainable durations of 2 to 3 minutes, does not lead to any serious psychophysiological difficulties.—*A. Chapansis.*

5598. Jensen, Milton B. Muscular tensions and prosthetic dentistry. *J. prosthetic Dent.*, 1952, 2, 604-617.—The problems of muscular tension, especially related to personality, are reviewed. The significance to the practice of dentistry of muscle tension and means of reducing it are discussed. 56-item bibliography.—*C. M. Louitt.*

5599. Meyler, L. Side effects of drugs. New York: Elsevier Publ. Co., 1952. xii, 268 p. \$5.50.—The 25 chapters provide a listing of known drugs and their therapeutic as well as side effects along with references to the technical literature. Intended as a reference book for the practitioner the volume is of interest to the psychologist by virtue of the chapters dealing with drugs and the nervous system.—*L. A. Pennington.*

5600. Rubin, Herman H. Glands, sex, and personality. New York: Wilfred Funk, 1952. x, 205 p. \$2.95.—Writing in non-technical language, the physician-author describes the various endocrine glands and how their functioning regulates "all human architecture," types personality, and shapes sexual desire and activity. Separate chapters are devoted to sexual virility, overweight, senescence, personality, rejuvenation, and endocrine diagnosis and treatment. Glossary.—*C. R. Adams.*

5601. Selye, Hans. Annual report on stress. Montreal: Acta Endocrinologica, 1951. 511 p. \$10.00.—Workers having occasion to follow this literature will find this volume a valuable index. In reviewing the contributions to the subject, the author especially considers their bearing on his concept of the General Adaptation Syndrome, and the application of new facts to the development of this

concept is the chief theme of the book. The present work is intended as a sequel to the author's previous volume *Stress*, published in 1950 and duplication of material previously presented is avoided. 3000 references of papers published since 1949 are listed in the appendix.—(Courtesy of *Biol. Abstr.*)

5602. Strughold, H. (USAF Sch. Aviat. Med., Randolph Field, Tex.) Physiological day-night cycle in global flights. *J. Aviat. Med.*, 1952, 23, 464-473.—Evidence is summarized to establish the persistence of the physiological day-night cycle. There follows a discussion of the implications of this persistent cycle on individual efficiency following long distance flights in east-west or west-east directions because of the day-night time shifts involved.—*A. Chapansis.*

5603. Sutherland, Clarence G. (U. Arkansas, Little Rock.) Brown, Willis E., & Jungck, Edwin C. Resistance of normal human thyroids to propylthiouracil. *Proc. Soc. exp. Biol., N. Y.*, 1952, 81, 466-468.—Increased dosages of the drug over a 7.5 month period to 8 women psychiatric patients was accompanied, in opposition to the hypothesis, by no evidence of hypothyroidism. The use of the drug in the treatment of angina conditions is thus questioned.—*L. A. Pennington.*

5604. Weil-Malherbe, H. & Bone, A. D. (Runwell Hosp., Wickford, Essex, Eng.) The concentration of adrenaline-like substances in blood during insulin hypoglycaemia. *J. ment. Sci.*, 1952, 98, 565-578.—Lowest level of adrenalin in venous blood is reached a half hour after injection. Rise in blood-adrenalin level is essential for restoration of consciousness. 43 references.—*W. L. Wilkins.*

5605. White, Clayton S., Humm, Jane H., Armstrong, Elizabeth D., & Lundgren, Nils P. V. (Lovelace Found. Med. Educ. & Res., Albuquerque, N. M.) Human tolerance to acute exposure to carbon dioxide. Report No. 1: Six per cent carbon dioxide in air and in oxygen. *J. Aviat. Med.*, 1952, 23, 439-455.—Although the inhalation of carbon dioxide caused many subjective complaints and produced marked physiological effects (notably an increase in the rate and depth of respiration), errors and speed of card sorting were not affected.—*A. Chapansis.*

5606. Wiener, G., Salpeter, M. M., Tobach, E., Wineburg, E., & Welch, L. The effect of the experimental situation on the amplitude of the psychogalvanic response in humans. *J. gen. Psychol.*, 1952, 47, 213-225.—24 college women were presented in experimental and non-experimental situations with a yellow pilot light, a nonsense syllable, and a square of white light as stimuli. No significant differences were found between responses to the same stimuli in the experimental and non-experimental situations. It seemed that the attitude of the *S* toward the experimental nature of the situation, rather than the experimental situation per se, is more instrumental in affecting the amplitude of the PGR.—*M. J. Stanford.*

(See also abstract 5580)

## NERVOUS SYSTEM

5607. Alexander, Leo. The suppression of the clonic phase in electrically induced convulsions in man. *J. Neuropath.*, 1952, 11, 169-183.—The results in this study of 81 convulsive treatments in 27 different patients are based on interpretation of kymographic recordings from the patient's chest wall. Electrically induced convulsions can be made entirely tonic instead of tonic-clonic by continuing the inducing stimulus throughout the entire duration of the convulsion. The author feels that this observation supports the theory of the cortical origin of the clonic phase.—(Courtesy of *Biol. Abstr.*)

5608. Delgado, Jose M. R. (Yale U., New Haven, Conn.) Hidden motor cortex of the cat. *Amer. J. Physiol.*, 1952, 170, 673-681.—Electrodes were permanently implanted in the surface and in the cortex buried within the sulci of the frontal lobe of cats. Electrical and chemical stimulation of unanesthetized animals indicated the existence of motor representation in the hidden cortex of the frontal lobe. "Hindlimbs are represented within the cruciate sulcus. Forelimbs, neck and face are consecutively placed from the superior to the inferior part of the presylvian sulcus."—J. P. Zubek.

5609. Gluzman, E. B., & Meler'san, E. A. K voprosu o bioelektricheskoi kharakteristike elektrokonvul'sivnogo pripadka. (On the bioelectric character of the electroconvulsive seizure.) *Zh. Nevropat. Psichiat.*, 1952, 52(3), 17-21.—A comparison of the electroencephalograms of epileptics (during and between seizures) and those of the electroconvulsed (during and between electroshocks).—I. D. London.

5610. Ischlondsky, N. The role of the cortex in consciousness as learned from conditioned-reflex studies. *J. nerv. ment. Dis.*, 1952, 116, 440-453.—The author elaborates on his conceptions of the cerebral dynamics involved in consciousness in terms of his constructs of excitation, inhibition, induction and irradiation. The basic process of differentiating self from others, as seen in the infant, is attributed to the "motor conditioned responses connected with the pronunciation of the two words (you and I)." Cortical localization is divided into a fixed localized area and into a dynamic variable localization insuring plasticity of response to the organism. The author critically reviews some of Pavlov's concepts of conditioning in juxtaposition to his own.—J. A. Stern.

5611. Katz, Bernhard. (University Coll., London, Eng.) The nerve impulse. *Sci. Amer.*, 1952, 187 (5), 55-64.—The electrophysiology of the nerve impulse as currently understood is described.—C. M. Louttit.

5612. Klein, George S. (The Menninger Foundation, Topeka, Kans.), & Krech, David. Cortical conductivity in the brain-injured. *J. Pers.*, 1952, 21, 118-148.—The basic assumption was that if prolonged exposure to stimulation results in decreased conductivity (satiation) of cortical tissue, the effect will be marked with brain lesion. Trends were: (1)

frequency and intensity of satiation effects were greater in the brain-injured; (2) brain-injured reached satiation quicker; (3) the satiated state persisted longer in the brain-injured, recovery being slower and less pronounced (fatigue and learning factors ruled out); and (4) high correlational values suggest a relation between extent of disturbance and after effect.—M. O. Wilson.

5613. Köhler, Wolfgang. (Swarthmore Coll., Pa.), Held, Richard, & O'Connell, Donald Neil. An investigation of cortical currents. *Proc. Amer. phil. Soc.*, 1952, 96, 290-330.—Cortical currents in the cerebral cortex can be amplified, recorded and measured. When a visual object is perceived, the flow of current is concentrated in the area where the object's image is projected upon the visual cortex, spreading diffusely and returning again to the field of concentration. Movement of the object strengthens these currents. Polarity is the same for bright and dark objects and for after-potentials. Auditory stimulation produces similar phenomena in the auditory cortex but of opposite potential. The nature of these electronic phenomena is discussed and reasons are given for dismissing certain alternative hypotheses.—E. G. Boring.

5614. Li, Choh-luh. (McGill U., Montreal, Can.), McLennan, Hugh, & Jasper, Herbert. Brain waves and unit discharge in cerebral cortex. *Science*, 1952, 116, 656-657.—Results of experiments with cats "would seem to prove that the brain waves commonly used by the electroencephalographer as an index of cortical activity may, under certain circumstances, bear little relation to the active discharge of individual cortical cells, at least of the type from which records can be obtained with microelectrodes." There is no support here for the ideas that (1) "the slow waves result from envelopes of spike discharge," and (2) "the 'spontaneous' rhythms of the brain are due to nerve impulses circulating in reverberating closed chains of self-re-exciting units, since the slow waves continue when unit discharge . . . is suppressed by hypoxia or anesthesia." Several hypotheses as to the nature of brain waves are suggested.—B. R. Fisher.

5615. McAdam, W., & McClatchey, W. T. (Crichton Royal, Dumfries, Scotland.) The electroencephalogram in aged patients of a mental hospital. *J. ment. Sci.*, 1952, 98, 711-715.—In 50 to 65 patients examined EEG was normal and 47 of these showed no intellectual deterioration. Of the 47 subjects 16 had low alpha index and these were active, restless individuals; the other 31 had high alpha index and were passive, inactive individuals.—W. L. Wilkins.

5616. Marshall, Clyde. Neurological mechanisms and psychological theories. *Bull. marit. Psychol. Ass.*, 1952, (Spring), 2-10.—Neurological findings obtained through extirpation and electrical stimulation of the cortex are discussed in terms of the psychological problems which they raise concerning recognition and memory processes. Evidence is cited from Penfield for localization of consciousness in the

mid-brain rather than the cortex. New electronic techniques, namely, reverberating circuits, negative feedback and scanning methods, are shown to offer new concepts for understanding of memory, purposive behavior and recognition of patterns that are changed in size.—*W. F. Grether.*

5617. Mickle, Walter A., & Ades, Harlow W. (*Emory U., Ga.*) A composite sensory projection area in the cerebral cortex of the cat. *Amer. J. Physiol.*, 1952, 170, 682-689.—Using the evoked potential technique it has been shown that the auditory, vestibular and somesthetic systems overlap extensively in a small cortical region in the cat, comprising the inferior portions of the anterior ectosylvian and suprasylvian gyri and the composite gyrus. The potentials evoked by each mode of stimulation were of such short latency that they can be accounted for only by direct projection from thalamic relay nuclei. "The projection to this area of several sense modalities which have in common their relation to posture and spatial orientation suggest the possibility of a primary cortical area of correlation."—*J. P. Zubek.*

5618. Pollock, George H., & Gyarfas, Kalman. Synergists and antagonists of carbon dioxide in the central nervous system. *J. nerv. ment. Dis.*, 1952, 116, 454-455.—"Carbon dioxide appears to prevent or inhibit convulsions that appear first in the thalamus (metrazol or electrically induced), but precipitates or augments those appearing first in the cerebellum (convulsions produced by B-chloro-aminos, methionine sulfoximine, and DDT)."—*J. A. Stern.*

5619. Popov, N. A. Contribution à l'étude de l'inhibition interne des réflexes conditionnés électrocorticaux. (Contribution to the study of the internal inhibition of electrocortical conditioned reflexes.) *C. R. Soc. Biol.*, 1950, 144, 906-908.—The extinction and differentiation processes for the conditioned reflexes are linked with the suppression of electrocortical activity. Rabbits were submitted to long term experiments which produced electrocortical defensive conditioned reflexes by simultaneous stimulation of the posterior right paw and a sound. In the left parietal area, the sound induces, after several stimulations, an increase in the frequency of oscillation, replacement of the spontaneous electrocortical activity by a uniform and stereotyped form; there is complete independence of the reaction induced by the conditioned excitator and of the spontaneous activity. Increased delay between the beginning of the sound and the beginning of the stimulation causes cyclical oscillations different from those seen in the extinction and inhibition phenomena.—(Courtesy of *Biol. Abstr.*)

5620. Woodbury, Lowell A., & Swinyard, C. A. (*U. Utah, Salt Lake City.*) Stimulus parameters for electroshock seizures in rats. *Amer. J. Physiol.*, 1952, 170, 661-667.—Various factors in the electrical production of threshold seizures in albino rats were studied. Current and energy values required to produce such seizures were determined for the following

kinds of stimuli: (1) single pulses, (2) repetitive unidirectional pulses of variable duration, (3) unidirectional rectangular pulses of variable frequency, and (4) alternating sine-wave current.—*J. P. Zubek.*

(See also abstracts 5574, 5587, 5589)

#### RECEPTIVE AND PERCEPTUAL PROCESSES

5621. Bauer, Herbert J. (*Loyola U., Chicago, Ill.*) Discrimination of tactal stimuli. *J. exp. Psychol.*, 1952, 44, 455-459.—10 different surface textures and 3 different methods of serial exploration were utilized to determine which, of a number of randomly designed tactal stimuli, are sufficiently discriminable to be feasibly employed for the purpose of texture coding typical control knobs, levers, and push buttons. Simple, 1-sec. tactal contact with the textures was not as efficient as 1-sec. exploration permitting movement. The cues used by *Ss* were found to be based primarily on touch, perception of form, kinesthesia, vibration, and sound. Accuracy of discrimination between textures was, in the majority of cases, significantly better than would be expected by chance alone.—*E. L. Gaier.*

5622. Beidler, Lloyd M. (*Florida State U., Tallahassee.*) Our taste receptors. *Sci. Mon., N. Y.*, 1952, 75, 343-349.—A brief, general review of aspects of the field of taste (morphology and physiology of taste receptors; taste modalities and correlated stimuli; evidence for the four modality theory; species and genetic differences in taste; etc.) relevant to "a molecular explanation of the chemical excitation of the nervous system and the specific sensitivity of the chemoreceptors." The general nature of prevalent theory and the facts for which theory in this field must account are mentioned.—*B. R. Fisher.*

5623. Eson, Morris E., & Kafka, John S. Diagnostic implications of a study in time perception. *J. gen. Psychol.*, 1952, 46, 169-183.—76 *S's* were asked to estimate each of two time intervals, a 15-second and a 2-minute interval, under 4 conditions. In contrast to the task-involved exploratory (Rorschach) experimentation, nearly all *S's* over-estimated the rate of passage of time in this time-estimation oriented task. Individuals vary in their estimation of time, both in their stability of estimation and in perception of the rate of the passage of time. These functions are relatively stable. 34 references.—*M. J. Stanford.*

5624. Gilchrist, J. C. (*U. Wisconsin, Madison.*), & Nesberg, Lloyd S. Need and perceptual change in need-related objects. *J. exp. Psychol.*, 1952, 44, 369-376.—The effects of hunger and thirst upon the illuminance matches of projected pictures of food-related and liquid-related objects were investigated in a series of experiments in the area of perceptual change in need-related objects. The results presented support the statement that increasing need gives rise to an increasingly positive time error in the

illuminance matches of objects relevant to that need.—*E. L. Gaier.*

5625. Hill, Harris E., Flanary, Harold G., Korntsky, Conan H., & Wikler, Abraham. (*Public Health Service Hosp., Lexington, Ky.*) Relationship of electrically induced pain to the amperage and the wattage of shock stimuli. *J. clin. Invest.*, 1952, 31, 464-472.—The wiring circuit is described for an apparatus for controlling either the delivery wattage or the delivery amperage of electrical stimuli of fixed duration. The power developed by a particular voltage in a biological circuit of a given resistance did not correspond to that in a physical circuit with the same characteristics. It is demonstrated that the delivery wattage correlates more highly than amperage with subjective estimation of the intensities of electric shock stimuli.—*C. M. Louitt.*

5626. Kennedy, John L. (*Rand Corp., Santa Monica, Calif.*) An evaluation of extra-sensory perception. *Proc. Amer. phil. Soc.*, 1952, 96, 513-518.—Earlier experiments show that a finding for ESP may be influenced by a bias for or against the hypothesis of ESP when the bias is held by the person who records the data and that person knows how the data would affect the confirmation of the hypothesis. Mistakes of entry in the direction of belief may be influenced by desire, expectation, or the direction of attention at the moment the entry is made. Controversy about ESP will diminish when better control is used in the design of experiments in parapsychology.—*E. G. Boring.*

5627. Levin, Max M. Inconsistent cues in the establishment of perceptual illusions. *Amer. J. Psychol.*, 1952, 65, 517-532.—The experiments reported here are an extension of the Brunswik and Herma study (see 26: 660) in an attempt to stabilize the inconsistent "ecological" correlation and to separate the factors of relative frequency and weight differential. The results confirm the findings of Brunswik and Herma and are interpreted in terms of Brunswik's "probabilistic theory" as well as in terms of Zigler's theory accounting for postcontraction in terms of neurophysiology and in Nelson's concept of "adaptation-level".—*J. A. Stern.*

5628. Marcovitz, Eli. The meaning of *déjà vu*. *Psychoanal. Quart.*, 1952, 21, 481-489.—The feeling in *déjà vu* is an illusory fulfilment of a wish that one could repeat some previous experience so that one could make the outcome accord better with a desire.—*L. N. Solomon.*

5629. Mosel, James N., & Kantrowitz, Gerald. The effect of monosodium glutamate on acuity to the primary tastes. *Amer. J. Psychol.*, 1952, 65, 573-579.—An experimental test of the hypothesis that monosodium glutamate modifies taste acuity by determining its effect on the absolute thresholds of primary tastes (sweet, salty, sour, and bitter). Acuity to salty and sweet substances were totally unaffected, acuity to sour was somewhat increased, while acuity to bitter was greatly enhanced. The results of this study are discussed in their relation-

ship to other similar studies with discrepant findings.—*J. A. Stern.*

(See also abstracts 5509, 5747, 5761, 5993, 6049)

#### VISION

5630. Alexander, L. T., & Bricker, P. D. (*Johns Hopkins U., Baltimore, Md.*) Figure-ground contrast and binocular rivalry. *J. exp. Psychol.*, 1952, 44, 452-454.—To investigate the relationship between the rate of alternation in binocular rivalry and the degree of figure-ground contrast of stereoscopic fields, 5 stereograms, differing in degree of figure-ground contrast, were presented to 5 Ss. No reliable systematic relationship was found although a trend in this direction is indicated. It was suggested that the higher intersubject variability found here was due to the influence of massing of the trials.—*E. L. Gaier.*

5631. Berliner, Anna. The psychological field, a determinant factor in vision. *Optom. Wkly.*, 1952, 43, 1959-1964.—In the first of a series of articles, experimental work in the field of visual perception is reviewed with emphasis on the psychological factors which may influence vision.—*D. Shaad.*

5632. Blackwell, H. Richard. (*U. Michigan, Ann Arbor, Mich.*) Brightness discrimination data for the specification of quantity of illumination. *Illum. Engng. N. Y.*, 1952, 47, 602-608.—A description is given of the methods and results of the author's investigations into foveal brightness discrimination as a function of luminance level and length of exposure. Each set of the data is treated by probit analysis, giving the mean and standard deviation of the best fitting ogive for the particular condition. It is suggested that since the prescription of the quantity of illumination is often determined by the performance—involved accuracy and speed—in certain tests, the data of brightness discrimination investigations are more appropriate as such a measure: the quantity of illumination necessary for a discrimination task for a given accuracy level and exposure time can be obtained from the brightness discrimination data.—*G. Westheimer.*

5633. Bouman, M. A. Peripheral contrast thresholds for various and different wavelengths for adapting field and test stimulus. *J. opt. Soc. Amer.*, 1952, 42, 820-831.—Contrast thresholds for peripheral vision were determined for test spots of varying size and duration. Various combinations of red and green lights were used for test light and background illumination. Results are interpreted in relation to hypotheses of the number of quanta involved in visual threshold determination. Under most conditions the effects determined for one eye were not influenced by stimulation or state of adaptation in the other eye.—*L. A. Riggs.*

5634. Bridgman, C. S. (*U. Wisconsin, Madison.*) The correction of low intensity luminance functions for the Purkinje effect. *J. opt. Soc. Amer.*, 1952, 42, 832-836.—"Under certain conditions, studies on visual thresholds as a function of luminance have

indicated that the transition from cone to rod function occurs within a narrow range of luminances. This has suggested the possibility of establishing a 'rod luminance scale' for lower intensities. Based on standard photopic and scotopic luminosity data, a correction curve for translating from cone to rod luminance specification has been calculated." The luminance at which the transition occurs from cone to rod vision is a quantity which depends upon the particular stimulus conditions. After this quantity is determined for a given color it is possible to make at least qualitative predictions about the transition values for other colors.—*L. A. Riggs.*

5635. Brown, W. R. J. (*Eastman Kodak Co., Rochester, N. Y.*) The effect of field size and chromatic surroundings on color discrimination. *J. opt. Soc. Amer.*, 1952, 42, 837-844.—With large (12°) visual test fields color discrimination is better than with small (foveal) fields. Furthermore, the chromaticity of the surround affects the discrimination much less when large fields are used.—*L. A. Riggs.*

5636. Cheatham, Paul G., & White, C. T. Temporal numerosity: I. Perceived number as a function of flash number and rate. *J. exp. Psychol.*, 1952, 44, 447-451.—The perceived number of flashes was studied as a function of the flash rate and the number of flashes presented. Each flash was of constant duration and brightness (11 msec.; 1400 ft.-L), differences in rate being accomplished by changing the interval between flashes. Dark intervals of 22, 33, 55, and 88 msec. were used, corresponding to rates of 30, 22.5, 15, and 10 flashes/sec., respectively. Subjective flash rate probably will not exceed 6-8/sec., regardless of the objective flash rate. The conclusion is presented that the perceived number is dependent on both the number of flashes presented and the total time in which they are presented.—*E. L. Gaier.*

5637. Cohen, Jerome. (*Antioch Coll., Yellow Springs, O.*) Eye-dominance. *Amer. J. Psychol.*, 1952, 65, 634-636.—A differentiation is made between two types of eye-dominance, motor eye-dominance and sensory eye-dominance. An experiment using sensory eye-dominance is reported, the conclusion being that sensory dominance varies with the stimulus-pattern.—*J. A. Stern.*

5638. Francon, M. Chromatisms and resolving power of the eye. *Optom. Wkly.*, 1952, 43, 2081-2083.—Chromatic aberration and spherical aberration of the eye have been studied in relation to problems of image formation in optical instruments; in ordinary daylight vision, both types of aberration are negligible; chromatic aberration becomes somewhat more significant with larger pupillary diameters.—*D. Shaad.*

5639. Gantebain, Maria-Martha. Recherche sur le développement de la perception du mouvement avec l'âge. (Mouvement apparent dit stroboscopique). (Research in the development of perception with age. (Apparent movement called stroboscopic).) *Arch. Psychol.*, 1952, 33, 198-294.—

An historical presentation of similar investigations is followed by experiments in stroboscopic movement, illustrated with graphs and tables. Among other topics treated are speed of rotation, time intervals, and time exposure, influence of illumination, presentation with and without point of fixation, of horizontal and vertical distance, increase of time exposure of first and second presentation and duration of movement, with a comparison between the child's perception and that of the adult. Bibliography.—*G. E. Bird.*

5640. Gulley, Wayne E. (*USAF Sch. Aviat. Med., Randolph Field, Tex.*) Night vision training at the USAF School of Aviation Medicine. *J. Aviat. Med.*, 1952, 23, 490-494; 529.—General description of apparatus and demonstrations currently used for night vision training.—*A. Chapanis.*

5641. Halsey, Rita M., & Chapanis, A. (*Johns Hopkins U., Baltimore, Md.*) An experimental determination of some iso-chromaticity lines in color-deficient vision. *J. opt. Soc. Amer.*, 1952, 42, 722-739.—"From an assortment of red and red-purple Munsell papers, 47 color-deficient and 13 color-normal subjects selected matches for eight standard blue-green and neutral papers. . . . For every subject the three colors (one at each of three chroma levels) chosen as matches for each standard were plotted on the CIE diagram, and a straight line, originating at the locus of the standard color was fitted through the points. The slopes of these lines are significantly different for protans and deutans. . . . For all matches by deutans and for matches against neutral standards by protanopes, the agreement of the empirical lines with those predicted from spectral data by Judd is good. However, protan matches against blue-green standards diverge markedly from predictions."—*L. A. Riggs.*

5642. Hastorf, Albert H., & Way, Kendall S. (*Dartmouth Coll., Hanover, N. H.*) Apparent size with and without distance cues. *J. gen. Psychol.*, 1952, 47, 181-188.—The results are considered as demonstrating conclusively "that there must be cues to the distance of an object if there is to be apparent size constancy."—*M. J. Stanford.*

5643. Ishak, I. G. H. Determination of the tristimulus values of the spectrum for eight Egyptian observers and one British observer. *J. opt. Soc. Amer.*, 1952, 42, 844-849.—"From the relative luminances of the matching stimuli, the spectral luminosity curve and the chromaticity coordinates of the eight Egyptians and the one British observer, their tristimulus values were computed in the usual manner. A marked difference in the blue values was found between the Egyptian observers and the available data for four British observers. The blue values were very low in the case of the Egyptians and the denser yellow pigmentation of the Egyptians would not account for all the differences." The chromaticity coordinates of standard illuminants A, B, and C were computed, and it was found that the data of Wright, Weaver, and Abney were in close agreement in this regard.—*L. A. Riggs.*

5644. Ittelson, William H. (*Princeton U., N. J.*) The Ames demonstrations in perception; a guide to their construction and use. Princeton, N. J.: Princeton University Press, 1952. xvi, 88 p. \$4.00.—Some of the demonstrations in perception developed by Adelbert Ames, Jr., are presented to provide details of construction and operation of the varied pieces of apparatus used in the many demonstrations. A brief description is given of each apparatus, together with a photograph or drawing, and a construction drawing. An outline of typical observations made with the apparatus is also included and these are illustrated where possible. The information presented makes it possible for a laboratory technician to duplicate the apparatus. The demonstrations are presented more or less in the order of their evolutionary development. 49 references.—*W. E. Galt.*

5645. Leibowitz, Herschel. (*U. Wisconsin, Madison.*) Photometric scales and the duality theory of vision. *Amer. J. Psychol.*, 1952, 65, 632-634.—An equation expressing the photochromatic interval in terms of the log of the ratio between energy required for a constant visual effect for rods to that required for cones at a given wave length is developed. This relationship seems to hold where the determinations are made in isolated spectral regions. Limitations of this formulation are presented.—*J. A. Stern.*

5646. Mann, Cecil W. (*Tulane U., New Orleans, La.*) Visual factors in the perception of verticality. *J. exp. Psychol.*, 1952, 44, 460-464.—Ss were tested in 15 experimental conditions of room and body tilt in an experiment designed to test the hypothesis stated by Gibson that the error in the perception of the vertical under consistent visual-proprioceptive stimulation will be less than that made under discrepant conditions. It is concluded that when visual stimulation is increased to the point at which *S* can identify himself with the visual framework, there is conflict between the visual stimulation produced by the framework and the proprioceptive stimulation produced by the gravitational force acting on the statocysts."—*E. L. Gaier.*

5647. Orbach, Jacob. (*Princeton U., N. J.*) Retinal locus as a factor in the recognition of visually perceived words. *Amer. J. Psychol.*, 1952, 65, 555-562.—English and Jewish words were presented tachistoscopically to the right and left of a fixation point. Recognition of English words is far superior in the right visual field. With Jewish words recognition varies depending on which of the 2 languages was learned first. "The results provide added support for the hypothesis attributing the recognition-differential to early visual training which contributes to the perceptual organization of maturity."—*J. A. Stern.*

5648. Piaget, Jean, & Lambercier, Marc. (*U. Geneva, Switzerland.*) La comparaison des grandeurs projectives chez l'enfant et chez l'adulte. (Comparison of projective size in the adult and in the child.) *Arch. Psychol.*, 1951, 33, 81-130.—The child

underestimates size at a distance according to his age. This the adult is apt to overestimate because of many compensating mechanisms at work. Estimations of objective and projective magnitude are interdependent. Objective size is real size. Projective magnitude, which varies with the real distance of the object, is that which results from exact comparison. Constancy of perception, especially of size, is not the same at all ages.—*G. E. Bird.*

5649. Piaget, Jean, & Lambercier, Marc. (*U. Geneva, Switzerland.*) La perception d'un carré animé d'un mouvement de circumduction. (Perception of a revolving square.) *Arch. Psychol.*, 1951, 33, 131-195.—5 differences are noted between the reactions of children and adults, relating to the phases of the illusions resulting from the revolution of a square. Four are quantitative. The last is qualitative, speed of transition increasing with development. Three phases of perception in the process of transformation of the square into the form of a cross, present an analogy to a stroboscopic phenomenon. The neurological implications are multiple.—*G. E. Bird.*

5650. Riopelle, Arthur J., & Stritch, Thomas M. (*Emory U., Ga.*) Placing precision and angle of regard. *J. exp. Psychol.*, 1952, 44, 407-409.—After 9 groups of Ss viewed a pegboard monocularly and another 9 groups of Ss viewed the board binocularly, they were tested at 9 angles of regard varying from zero to 90°, one group at each angle. For angles of regard greater than about 5° or 10°, slight but consistently increasing proficiency of performance was found. Binocular performance was superior to monocular performance at all angles of regard. The difference in performance between the two viewing conditions increased at very small angles of regard. These results are interpreted in relation to the changes in optical stimulation accompanying variations in the angle of regard.—*E. L. Gaier.*

5651. Tinker, Miles A. (*U. Minnesota, Minneapolis.*) The effect of intensity of illumination upon speed of reading six-point italic print. *Amer. J. Psychol.*, 1952, 65, 600-602.—With illumination constant there is an 8% loss in speed of reading 6 point italicized print as compared to 10 point Roman print. As illumination is increased from 1 to 25 ft.c., speed of reading increases significantly. From 25 to 50 ft.c. there is a slight but non-significant increase in reading speed.—*J. A. Stern.*

5652. Toraldo di Francia, G., & Ronchi, Lucia. (*Istituto Nazionale di Ottica, Arcetri, Florence, Italy.*) Directional scattering of light by the human retina. *J. opt. Soc. Amer.*, 1952, 42, 782-783.—On the hypothesis that retinal receptors are micro-antennas they should exhibit a highly directive pattern of reception of light. Consequently, light impinging on the retina in a direction normal to its surface will be utilized efficiently and there will be little scattering back in the direction of the pupil. Large amounts of scattering should occur when light impinges on the retina in directions other than the normal, and this scattering should mainly consist of wide-angle

scatter. Two freshly enucleated human eyes were studied in an apparatus which permitted the measurement of light scattered back from the retina at angles from 26° to 72° from the normal. The result was in qualitative agreement with the micro-antenna hypothesis in that about 5 times as much light emerges at 72° as at 26°.—*L. A. Riggs.*

5653. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. A study of the relationship between photopic and scotopic visual acuity. *Personnel Res. Sect. Rep.*, 1950, 858, 22 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3688, microfilm, \$1.00; photocopy, \$3.60.—The present study sought to determine the relationship between photopic and scotopic visual acuity by testing 200 soldiers with a battery of day vision tests and a night vision test. The positive correlations obtained (.19-.39) were not high enough to substitute a man's score on one ability for his score on the other. Thus, if personnel selection procedures must provide instruments appropriate to measuring both types of vision, for the present at least, one measure of each type would be necessary. However, there is an indication that certain levels of day vision might predict above-average night vision ability in a wide-range population.—(Author.)

5654. Young, Francis A. (*State Coll. Washington, Pullman.*) Studies of the projected after-image: II. The projection ground and the projected image. *J. gen. Psychol.*, 1952, 47, 195-205.—By 2 different experiments the author established that the size of the projected after-images is not influenced by variations of the illumination on the projection ground but is altered by a structured background in an, as yet, unpredictable manner.—*M. J. Stanford.*

5655. Young, Francis A. (*State Coll. Washington, Pullman.*) Studies of the projected after-image: III. Projection over large distances. *J. gen. Psychol.*, 1952, 47, 207-212.—In this study an open field was used in projecting after-images over distances ranging from 25 meters to 1,250 meters. The result was that the obtained sizes were consistently and significantly smaller than the theoretical sizes.—*M. J. Stanford.*

(See also abstracts 5506, 5508, 5511, 5708, 5755, 5766, 5887)

#### AUDITION

5656. Apps, David C. (*General Motors Proving Ground, Medford, Mich.*) The use of binaural tape recording in automotive noise problems. *J. acoust. Soc. Amer.*, 1952, 24, 660-662.—Binaural recording and presentation of sounds is enthusiastically preferred by listeners over monaural presentation. Comparison judgments among various noises are considerably easier under the "more realistic" binaural conditions than under the monaural conditions.—*I. Pollack.*

5657. Björk, Harry. A schematic picture of the inner ear. *Acta oto-laryng.*, Stockh., 1951, 39, 363.—

A schematic diagram of the inner ear showing the topographic relations between semicircular canals, vestibuli, and cochlea is presented. The relation between the membranous and non-membranous labyrinth and of the whole inner ear to the middle ear is shown.—*I. J. Hirsh.*

5658. Bocca, Ettore. (*U. Milan, Italy.*) Interrupted masking as a differential test of auditory function. *Acta oto-laryng.*, Stockh., 1951, 39, 452-463.—A new audiometric test is described in which a difference between the threshold for a pure tone in the presence of a continuous masking sound and the threshold for the same tone in the presence of an interrupted masking sound is measured. It is shown that when a masking tone is interrupted symmetrically at rates of from 7 to 11 times per second, its masking effect is the same as it is when continuous in cases of normal and impaired hearing of the conductive or nerve-trunk type. In cases of cochlear lesions the interruption rate may be much lower for the masking tone to have the same effectiveness as the uninterrupted. Exceptions to this rule are found in cases of Meniere's syndrome, which appear to behave on this test more like the conductive and nerve-trunk losses. 20 references.—*I. J. Hirsh.*

5659. Bocca, Ettore. (*U. Milan, Italy.*), & Pellegrini, Amedeo. Studies on the perception of the distorted voice. *Acta oto-laryng.*, Stockh., 1951, 39, 473-484.—Articulation tests were performed on normal listeners through the distorting apparatus of Savelli, which synthesizes simple hearing loss and recruitment. Articulation-versus-gain functions for monosyllabic and spondee words show the variability of this apparatus by the similarity to functions that are obtained on patients with the types of hearing loss that were synthesized by the apparatus. It is claimed that the presence of recruitment sometimes helps the understanding of speech by giving increased loudness at high frequencies at the expense of poorer frequency distortion. 27 references.—*I. J. Hirsh.*

5660. Bugg, Eugene G., & Thompson, Albert S. An experimental test of the genetic theory of consonance. *J. gen. Psychol.*, 1952, 47, 71-90.—After having examined the theory that the consonance of musical intervals is a function of familiarity by means of the convergence, the reduction ad absurdum, and the prediction test, the conclusion was drawn that the genetic theory of consonance was untenable.—*M. J. Stanford.*

5661. Fischer-Jørgensen, Eli. (*U. Copenhagen, Denmark.*) The phonetic basis for phonemic units. *J. acoust. Soc. Amer.*, 1952, 24, 611-617.—"Phonemic analysis must be based to a large extent on considerations of phonetic similarity and difference. For this purpose various stages of the speech event may be chosen, in particular the articulatory, the acoustic, and the auditory stage. It does not seem irrelevant which stage is chosen, for the analysis may give different results in each of the three stages. However, it is usually not possible to state general reasons for preferring one stage over another. In a given

language functional reasons may in some cases decide the choice."—I. Pollack.

5662. Fowler, Edm. P., Jr. (*Columbia Presbyterian Medical Center, New York.*), & Huizing, Henk C. Sound isolation for hearing tests. *Acta oto-laryng.*, Stockh., 1951, 39, 367-371.—The possibility that some hearing losses following streptomycin therapy were due to poor testing conditions rather than to the drug is discussed. To remedy this and similar invalid test results, authors recommend the use of sound-proof booths designed to exclude outside noise at reasonable cost. A portable, prefabricated booth is described, whose attenuation approaches 25 to 30 db.—I. J. Hirsh.

5663. Greisen, L. Comparative investigations of different auditory fatigue tests. *Acta oto-laryng.*, Stockh., 1951, 39, 132-135.—Temporary auditory fatigue was introduced by exposure to 3000 cps for 5 minutes at levels of 90 db and 80 db. Fatigue was measured at 4,000 cps 5 minutes after exposure. A group of 24 normals were subjected to this procedure and the tests of Peyer, Wilson, and Theilgaard. Persons found susceptible to fatigue on one test are not always found to be susceptible on the others.—I. J. Hirsh.

5664. Huizinga, Eelco. (*U. Groningen, Holland.*) de Vries, Hl., & Vrolijk, J. M. Analysis of the microphonic activity of the labyrinth of the pigeon into the contributions of the various parts. *Acta oto-laryng.*, Stockh., 1951, 39, 372-379.—Microphonic response to acoustic stimulation of the labyrinth of pigeons was analyzed in terms of contributions of various parts of the vestibuli and semicircular canals. Contribution of the utriculus was unexpectedly large and it was also demonstrated that the crista of a semicircular canal gives an electrical response. Microphonic activity seemed to parallel the Tullio reaction.—I. J. Hirsh.

5665. Jepsen, Otto. (*U. Copenhagen, Denmark.*) The threshold of the reflexes of the intratympanic muscles in a normal material examined by means of the impedance method. *Acta oto-laryng.*, Stockh., 1951, 39, 406-408.—The threshold for contraction of the tympanic muscles was measured indirectly by noting the change in impedance of the ear brought about by acoustic stimulation. 98 ears exhibited normal audiograms and fairly consistent thresholds for tympanic-muscular reflex at about 80 db above normal threshold at octaves from 250-4000 cps. Direct observation was made on one pathologic ear with perforated eardrum and the thresholds for muscular reflex by direct eye observation and by impedance measure were the same.—I. J. Hirsh.

5666. Jørgensen, Hakon. (*St. Joseph's Hosp., Aarhus, Denmark.*) The determination of bone-conduction by the headphone of the audiometer. *Acta oto-laryng.*, Stockh., 1951, 39, 16-31.—Bone-conduction thresholds were measured with the air-conduction receivers of the Petersen audiometer, large spheres with openings for the ears surrounded by a thick ring of sponge rubber. The earphones

were placed either over the occiput or the forehead for recording the bone-conduction thresholds. When the earphone is placed over a plugged ear canal, it is contended that the hearing loss is not so great as for the forehead or occiput placement, not only because the plug is insufficient, but also because the threshold measured is one of bone conduction and has been enhanced by the plug. The relation between these measurements of indirect bone conduction and the "shadow audiogram" of the contralateral ear is discussed.—I. J. Hirsh.

5667. Kock, W. E., & Miller, R. L. (*Bell Telephone Labs., Murray Hill, N. J.*) Dynamic spectrograms of speech. *J. acoust. Soc. Amer.*, 1952, 24, 783-784.—A modification of the conventional sound spectrograph is described which allows the presentation of intensity changes with time. The modification is especially useful in tracking down the dynamic patterns of diphthongs and consonant-vowel combinations.—I. Pollack.

5668. Krejci, F., & Bornschein H. Der Einfluss chronischer Lärmschädigung auf die Cochlearpotentiale von Meerschweinchen. (The influence of acoustic trauma on cochlear potentials in the guinea pig). *Acta oto-laryng.*, Stockh., 1951, 39, 68-79.—15 guinea pigs were exposed to boiler-factory noise for 9 months. Integration of cochlear potentials over 4 frequency bands (500 to 1,000, 1,000 to 2,000, 2,000 to 4,000, and 4,000 to 8,000 cps) were compared with those of a similar group that had not been exposed. Audiograms of workers exposed to similar noise were studied with the average hearing loss of the 14 youngest workers (15 to 30 years old; average exposure 3.5 years work) corresponds very well with the potential loss of the noise-exposed animals.—I. J. Hirsh.

5669. Leiri, F. Is there an electrochemical factor in the pathogenesis of otosclerosis? *Acta oto-laryng.*, Stockh., 1951, 39, 395-396.—A wavemechanical factor in the pathogenesis of otosclerosis, namely the substratum for wavemechanical phenomena, is pointed out. This negative charge is an electron-plasma being due to the difference in velocities between the fast electrons and the more slowly moving positive ions. The constant negative charge can produce electrolysis and electrophoresis, which electrochemical actions explain the bone-nests of otosclerosis.—I. J. Hirsh.

5670. Liberman, Alvin M., Delattre, Pierre; & Cooper, Franklin S. (*U. Connecticut, Storrs.*) The role of selected stimulus-variables in the perception of the unvoiced stop consonants. *Amer. J. Psychol.*, 1952, 65, 497-516.—Frequency position was selected as the acoustic variable to be manipulated to measure its effect on the perception of unvoiced consonants which introduce a consonant-vowel syllable. The initial stop-like sounds used were p, t, or k. Results indicate that identification of p and k did not depend on frequency position alone but on this position in relation to the schematic vowel which followed. In the frequency range 300-3000 cycles the distribution of p judgments were largely the

inverse of k judgments. Above 3000 cycles the schematic stops were judged most often to be t.—*J. A. Stern.*

5671. Menck-Thygesen, Palle. Bilateral failure of the acoustic nerve following unilateral fenestration. *Acta oto-laryng., Stockh.*, 1951, 39, 210-216.—A case is reported of a 28 year old man who received the fenestration operation in one ear without any improvement of hearing. One year later the operation was repeated on the other ear resulting in a complete loss of hearing in both ears. The immediate cause is not known, but the effect on the acoustic nerve is discussed.—*I. J. Hirsh.*

5672. Metz, Otto. (U. Copenhagen, Denmark.) Studies on the contraction of the tympanic muscles as indicated by changes in the impedance of the ear. *Acta oto-laryng., Stockh.*, 1951, 39, 397-405.—The author reports a method of observing contractions of stapedius muscle indirectly by measuring the acoustic impedance. Contraction of either of the tympanic muscles will stretch the eardrum, and this stretch is revealed as a change in acoustic impedance that is measured on an impedance bridge. The contraction of the muscle, thus indirectly measured, is sudden at a latency of about 35 msec. after onset of sound in observer's ear. Recovery is much slower. Voluntary contraction of tympanic muscle exhibits a much slower onset. The latency depends upon the intensity of the stimulating sound.—*I. J. Hirsh.*

5673. Mol, Ir H. (Leyden U., Holland.) The dynamic behaviour of the ear after the fenestration operation. *Acta oto-laryng., Stockh.*, 1951, 39, 409-417.—Author describes method for measuring subjective change in a sound as intensity increases. Denying possibility of quantitative loudness scale he measures three subjective points: "threshold, pleasant, sharp." Dynamic behavior of the ear thus measured depends greatly on stapedius muscle and ossicle chain. Support of this notion comes from observations made before and after the fenestration operation.—*I. J. Hirsh.*

5674. Pike, Kenneth L. (U. Michigan, Ann Arbor.) Operational phonemics in reference to linguistic relativity. *J. acoust. Soc. Amer.*, 1952, 24, 618-625.—"The phonemes of a language are neither absolutes nor bundles of absolute characteristics, but rather are fluctuating bundles of features identified (1) relative to each other in sequences, (2) relative to a system of fluctuating bundles of characteristics, and (3) relative to structural position in a sequence of such relative elements. Detection techniques, if paralleling phonemic analysis, would need to be able to work with fluctuating relative elements rather than with absolute physical characteristics only."—*I. Pollack.*

5675. Pollack, Irwin. Auditory flutter. *Amer. J. Psychol.*, 1952, 65, 544-554.—Auditory flutter is defined as an interrupted noise whose intermittency can be perceived by a listener. This report deals with the threshold of detection of changes in rate of interruption of a white noise; construction of a psy-

chological scale of auditory flutter; and the accuracy of estimation of rate of interruption.—*J. A. Stern.*

5676. Savelli, V. (U. Milan, Italy.) Distorting apparatus for vocal audiometric tests. *Acta oto-laryng., Stockh.*, 1951, 39, 464-472.—An apparatus is described which is capable of distorting speech so as to synthesize any of 3 types of hearing loss: (1) fixed attenuation at all frequencies, (2) attenuation with filters to synthesize different amounts of hearing loss in different frequencies, and (3) attenuation with filters and an expansion circuit in which the gain for frequencies above 1000 cps increases with increased signal strength.—*I. J. Hirsh.*

5677. Theilgaard, Ejner. (Odense (Denmark) Town and County Hosp.) Investigations in auditory fatigue in individuals with normal hearing in noise workers (weavers). *Acta oto-laryng., Stockh.*, 1951, 39, 525-537.—Survey is given of tests for susceptibility to hearing loss from exposure to noise. Author reports own fatigue tests on 13 normal ears. Exposure is given at 500, 1000, 2000, or 4000 cps at intensities between 70 and 105 db above threshold. Fatigue is measured primarily  $\frac{1}{2}$  octave above exposure frequency. Side effects in addition to hearing loss are described. Recovery curves are related to those made on 59 weavers who had been exposed equally long to factory noise. Some workers with noise-induced permanent hearing loss suffered fairly extensive further loss from the test exposure. Presence of conductive loss tended to protect the ear.—*I. J. Hirsh.*

5678. Thomas, Garth T. (U. Chicago, Ill.) Volume and loudness of noise. *Amer. J. Psychol.*, 1952, 65, 588-593.—"The present experiment was undertaken to determine whether O's could equate various bandwidths of 'white' noise in respect of volume, and whether the volumic equations would be different from equations of loudness." O's easily were able to equate in volume various bandwidths of noise. The equal volume and equal loudness equations differ consistently from each other. If overall level of various bands of noise is held constant volume would increase at a greater rate than would loudness.—*J. A. Stern.*

5679. Twaddell, W. E. (Brown U., Providence, R. I.) Phonemes and allophones in speech analysis. *J. acoust. Soc. Amer.*, 1952, 24, 607-611.—The basic units of speech are discussed. The criteria for classification of phonemes are largely articulatory, not acoustic. By a series of examples, the author demonstrates that the behavior of many phonemic units is a function of its neighboring phonemic units. He recommends a unit intermediate between a single speech-event segment and a phoneme. The unit is the allophone: an identifiable acoustic characterization determined by statistical tests upon a wide variety of aspects of speech.—*I. Pollack.*

5680. Zangemeister, Hans E. Ability of hearing ultra sound and possibilities of its utilization for diagnosis. *Acta oto-laryng., Stockh.*, 1951, 39, 263-267.—Audiograms of 7 cases are shown in which

the relations between kinds of hearing loss and the ability to hear a 34,000-cps sound by bone conduction are presented.—*I. J. Hirsh.*

(See also abstract 5990)

### RESPONSE PROCESSES

5681. Berkun, Mitchell M., Kessen, Marion L., & Miller, Neal E. (*Yale U., New Haven, Conn.*) Hunger-reducing effects of food by stomach fistula versus food by mouth measured by a consummatory response. *J. comp. physiol. Psychol.*, 1952, 45, 550-564.—The amount of milk drunk by animals in a standard post-treatment situation was determined for rats given a preload of milk by injection directly into the stomach, an injection of an equal volume of physiological saline and by milk drunk directly from a dish. Using reduction of post-treatment drinking as an index of hunger-satiation, milk drunk normally reduced hunger more than milk injected directly into stomach, and this in turn, reduced hunger more than did physiological saline.—*L. I. O'Kelly.*

5682. Clark, Russell A. (*Wesleyan U., Middletown, Conn.*) The projective measurement of experimentally induced levels of sexual motivation. *J. exp. Psychol.*, 1952, 44, 391-399.—The projective measurement of experimentally induced levels of sex motivation was studied. The TAT protocols were analyzed for manifest sex imagery and sex-involved guilt. Under normal conditions the experimental Ss expressed significantly less sex and guilt in the TAT stories than did the control Ss. Under conditions of alcohol, these results were just the reverse. This is interpreted by assuming that under normal conditions the guilt evoked by sexual arousal is sufficient to inhibit the expression of sex with a consequent lowering of guilt. Under alcohol, the guilt over sexual arousal is reduced enough to permit the expression of sex with a resulting increase in expressed guilt.—*E. L. Gaier.*

5683. Davis, R. C. (*Indiana U., Bloomington.*) The stimulus trace in effectors and its relation to judgment responses. *J. exp. Psychol.*, 1952, 44, 377-390.—"Ss were presented with pairs of tones under 4 different experimental procedures with Ss pressing a key in response to each pair in certain of the conditions constituting a judgment of the relative interests of the second stimulus. . . . Under all experimental conditions there was an increment in muscular activity associated with the first stimulus of each pair. . . . For the simple reaction situation the excitation was highly localized; for the choice-response situations it was more widespread." 20 references.—*E. L. Gaier.*

5684. Hitchcock, Harold Bradford. (*Middlebury Coll., Vt.*) Airplane observations of homing pigeons. *Proc. Amer. phil. Soc.*, 1952, 96, 270-289.—Flocks of pigeons were released at distances of 6-190 miles from the loft and were followed in flight by an observer in an airplane until they returned home (more than half the time) or were lost to sight or were abandoned because they had landed. The

birds first engage in orientation flight (not spiralling) at 200-300 ft. altitude, then set a fairly straight course and fly home along it, usually at tree-top level, apparently without reference of visual terrestrial landmarks and equally well on clear and cloudy days. Flocks, trained to home in one direction, do badly when a new direction is required. The pigeons seem to sense direction and location without use of kinesthetic memory or magnetic or Coriolanus forces.—*E. G. Boring.*

5685. Kendeigh, S. Charles. (*U. Illinois, Urbana.*) Parental care and its evolution in birds. *Ill. Biol. Monogr.*, 1952, 22(1-3), x, 356 p. \$5.00.—Attentive behavior, defined as the time spent at the nest site in building, egg-laying, incubation, brooding, and feeding the young, was studied by visual observation and by electromechanical and thermocouple recordings. Data on the behavior of the house wren, *Troglodytes aedon*, are extensively analyzed in Part III. Less complete data on 19 other species, based on the author's observations and those reported in the literature are presented in Part IV. Finally, Part V is devoted to a review of the literature on parental care in birds by order and family. Attentive behavior in parental care shows wide variation, but in general "there is greater uniformity of behavior within the family than within the order." The usefulness of behavior patterns in taxonomy is suggested. ". . . the behavior pattern of parental care is a conservative evolutionary characteristic of birds, in fact it is more conservative than many structural features of the body." 41-page bibliography.—*C. M. Louttit.*

5686. Kleitman, Nathaniel. (*U. Chicago, Ill.*) Sleep. *Sci. Amer.*, 1952, 187(5), 34-38.—The sleeping-waking cycle is related to subcortical centers. Body temperature is reported to vary with wakefulness. The system is described as a feed-back circuit involving muscle tones, kinesthetic stimulation, temperature change, and cortical and subcortical centers.—*C. M. Louttit.*

5687. Meerloo, Joost A. M., & Klauber, Leo D. Clinical significance of starvation and oral deprivation. *Psychosom. Med.*, 1952, 14, 491-497.—The combined effects of these factors as noted in the regressive behavior in Europe during the last war are described. It is suggested that surgical and other hospitalized patients on restricted diets today provide research opportunities for isolation of the psychological roles of the 2 variables. 21 references.—*L. A. Pennington.*

5688. Poulton, E. C. (*U. Cambridge, Eng.*) The basis of perceptual anticipation in tracking. *Brit. J. Psychol.*, 1952, 43, 295-305.—In anticipating with a two-pointer display, speed cues can and, during the early stages of practice when the characteristics of the course are not known, must be used. Course anticipation can take place with both one-pointer and two-pointer displays once the characteristics of the course are known. "The accuracy of perceptual anticipation depends principally upon the number of the events at the end of which pre-

dition has to be made. The time over which the events are spread is of only secondary importance."—*L. E. Thune.*

5689. Schneck, Jerome M. (26 W. 9th St., New York.) Comment on a miniature conversion reaction during the induction of hypnosis. *J. gen. Psychol.*, 1952, 47, 235-237.—In a first session of hypnotic treatment, a patient of the author could not close his eyes despite deliberate attempts to do so. This is interpreted as an unconscious inhibition of voluntary motor activity involving ocular musculature and is considered as falling into the category of a conversion reaction.—*M. J. Stanford.*

5690. Starer, Emanuel. (VA Hosp., Coatesville, Pa.) The effects of two simultaneous cognitive and affective stimuli. *J. clin. Psychol.*, 1952, 8, 402-405.—The purpose of this investigation was to discover the effects of mild stress on motor functions. Differences in the performance between two groups on Bender Gestalt designs with and without affective stimuli included psychomotor disorganization, delayed reaction time, some difficulty in recall of the affective stimuli, and behavioral disorganization in the psychiatric group when compared with the control group.—*L. B. Heathers.*

(See also abstract 5589)

#### COMPLEX PROCESSES AND ORGANIZATIONS

5691. Atreya, B. L. Points de rencontre entre la recherche parapsychologique moderne de l'Occident et l'antique *Vidya Adhyatma* de l'Inde. (Points in common between modern parapsychological research of the Orient and the old *Vidya Adhyatma* of India.) *Psyché*, 1952, 7, 589-597.—Modern parapsychology is a scientific approach to phenomena which have been studied in the past by Indian Yogis; great benefits could be derived from a comparative study of both protocols.—*G. Besnard.*

5692. Blanton, Richard Linn. The effect of induced anxiety on flexibility of set-shifting in rigid and non-rigid subjects. *Dissertation Abstr.*, 1952, 12, 777-778.—Abstract of Ph.D. thesis, 1952, Vanderbilt U. Microfilm of complete manuscript, 87 pages, \$1.09, University Microfilms, Ann Arbor, Mich., Publ. No. 4385.

5693. Chatterjee, Srimati Ruby. The scope of imitation. *Indian J. Psychol.*, 1949, 24, 109-113.—One tends to imitate the desirable aspects of another's behavior. The imitative impulse is adaptable and must gratify wishes of the individual, the change of wish-pattern explaining the differences of imitated conduct between the older and younger child. While imitating, the child makes explicit what is, in him, implicit.—*G. E. Bird.*

5694. Hsü, E. H. (637 Hamlin St., Washington, D. C.) Comparative study of factor patterns, physiologically and psychologically determined. *J. gen. Psychol.*, 1952, 47, 105-128.—By presenting 24 emotionally tinged words to and using the PGR and

a self-rating simultaneously on 100 male students five behavior patterns were isolated from the physiological and four were singled out from the psychological data. The findings were: the results of the physiological and psychological data were not identical; in both data, there appear two types of emotional behavior an active and a passive projection type; the PGR alone can give rise to significant behavior patterns; the latter obtained for self-rating of imagined emotional situations seem to be more simple but psychologically more meaningful, and lack of insight and reliability seems to be the most serious shortcoming in the method of self-rating.—*M. J. Stanford.*

5695. Kline, Milton V. (1315 Carroll St., Brooklyn, N. Y.) Visual imagery and a case of experimental hypnotherapy. *J. gen. Psychol.*, 1952, 46, 159-167.—Two types of visual imagery are described. The primary images would appear to stem from the content either manifest or latent of the unconscious percept while the secondary may evolve from the S's reactions to subliminal perceptual alterations other than visual in relation to the unconscious percept. The case presented is of the second type. Hypnotic analysis of the image formation helped reveal its relationship to personality structure.—*M. J. Stanford.*

5696. Lindzey, Gardner; Prince, Blanche, & Wright, Hastings K. (Harvard U., Cambridge, Mass.) A study of facial asymmetry. *J. Pers.*, 1952, 21, 68-84.—The results showed that (1) the right side of the face resembled the full face more closely than the left, (2) the subjects showed differences in judgment of the left as compared with the right side of their own face, (3) they did not show any significant differences in judgment of the left as opposed to the right side of the face of others, and (4) facial asymmetry appeared to be positively associated with neuroticism. 14 references.—*M. O. Wilson.*

5697. Machover, Solomon (Kings County Hosp., New York), & Schwartz, Anita. A homeostatic effect of mood on associative abstractness and reaction time. *J. Pers.*, 1952, 21, 59-67.—"It is concluded that the prevailing mood of the respondent operates homeostatically, exercising a selective influence on associative abstraction and reaction time, depending on the mood implication of the stimulus. Abstract associations (contrast responses) are facilitated when the stimulus word threatens the respondent's prevailing mood, while concrete associations (adjective-noun responses) are facilitated when the stimulus word corroborates the mood."—*M. O. Wilson.*

5698. Meili, Richard. Über das Verhältnis von Intelligenz und Charakter. (About the relation of intelligence and character.) *Schweiz. Z. Psychol. Anwend.*, 1952, 11, 197-206.—Intelligence and character depend originally on the same set of factors. They become differentiated in the course of experience as partial psychological organizations in general personality.—*K. F. Muensinger.*

5699. Misra, Damobar. The concept of "set" in modern psychology. *Indian J. Psychol.*, 1949, 24, 26-46.—The "set," which immediately predisposes to one type of motor or conscious activity is essential to a science of behavior. In perception, the entire history of the present may be involved. The set, therefore, facilitates a particular mode of perception. It is not only the determiner of associations and habits but may be habits themselves and may be helpful or detrimental. Set is the fundamental concept of a dynamics of behavior. It may strike at the roots of all forms of "mechanism."—G. E. Bird.

5700. Norman, Ralph D., & Scott, William A. (U. New Mexico, Albuquerque.) Color and affect: a review and semantic evaluation. *J. gen. Psychol.*, 1952, 46, 185-225.—The authors approach the studies and theories of color and affect in terms of their semantic meaningfulness and discuss them under the headings of preference test, relation between color and emotional pattern, clinical studies (primarily projective test involving color reactions) and physiological reactions. 93 references.—M. J. Stanford.

5701. Stevenson, Ian (Louisiana State U., New Orleans.), & Ripley, Herbert S. Variations in respiration and in respiratory symptoms during changes in emotion. *Psychosom. Med.*, 1952, 14, 476-490.—"In a pneumographic study of 22 patients" (15 asthmatics and 7 anxiety reactions) in which each was instructed to discuss pleasant or unpleasant personal matters as contrasted with intervals of relaxation, the respiratory responses "varied closely with the emotional state." This datum was then related to the symptom formation and conflict. 21 references.—L. A. Pennington.

(See also abstract 5812)

#### LEARNING & MEMORY

5702. Bahrick, Harry P. (Ohio Wesleyan U., Delaware.), Fitts, Paul M., & Rankin, Robert E. Effect of incentives upon reactions to peripheral stimuli. *J. exp. Psychol.*, 1952, 44, 400-406.—To test the hypothesis that an increase in incentive results in increased perceptual selectiveness favoring those parts of the stimulus field interpreted by the *S* as most relevant to the expected reward, a modified pursuit apparatus was used as a continuous central-tracking task. A low-incentive condition was produced by telling *Ss* that the trials were practice, and the high-incentive condition was produced by offering a sliding-scale bonus of money for good performance. The results were in agreement with the prediction that a high-incentive condition facilitates performance of a central task, but generally interferes with the performance of peripheral tasks.—E. L. Gaier.

5703. Baron, Martin R. (State U. Iowa, Iowa City.) The effect of long intertrial intervals on the limit of eyelid conditioning. *J. exp. Psychol.*, 1952, 44, 438-441.—Trace conditioning procedures to a tone were employed with 18 *Ss*, 9 with an intertrial interval of 270 sec.; for the other 9, 120 sec. The interval between the CS and the UCS (a puff of air

to the left cornea) was 1.5 sec. Both groups were given 80 reinforced trials equally distributed over 4 experimental sessions, during which motion pictures were presented. The results showed no significant difference in the maximum amount of conditioning obtained with 2 intertrial intervals and that the function relating length of the intertrial interval and the limit of conditioning reaches an asymptote and is probably negatively accelerated.—E. L. Gaier.

5704. Braun, Harry W. (U. Pittsburgh, Pa.) Effects of electroshock convulsions upon the learning performance of monkeys: III. Oddity problems. *J. comp. physiol. Psychol.*, 1952, 45, 585-588.—"Three monkeys that had experienced a series of 20 electroshock convulsions and three control animals were tested on a series of 352 oddity problems. Each problem was six trials in length. No statistically significant differences in learning performance appeared between the two groups. Both groups showed the progressive interproblem improvement characteristic of the formation of a learning set. However, the data suggested a linear relationship between efficiency of performance and cumulative trials and/or problems."—L. I. O'Kelly.

5705. Ellis, Douglas S., Montgomery, Victor, & Underwood, Benton J. Reminiscence in a manipulative task as a function of work-surface height, prerest practice, and interpolated rest. *J. exp. Psychol.*, 1952, 44, 420-427.—To test the prediction of greater high- than moderate-height reminiscence, prerest and postrest performance measures were obtained from *Ss* working under various conditions of amount of prerest practice (2, 8, 16 min.) and rest-period length (2 min., 10 min., 24 hr.) at the 2 heights. The high and moderate heights were equivalent in pretest performance and reminiscence. For both heights, reminiscence increased with increases in amount of pretest practice. Reminiscence was markedly decreased at the long (24 hr.) rest for both heights. 23 references.—E. L. Gaier.

5706. Eninger, M. U. (Carnegie Inst. Tech., Pittsburgh, Pa.) Habit summation in a selective learning problem. *J. comp. physiol. Psychol.*, 1952, 45, 604-608.—"The experiment investigated habit strength summation in a selective 'trial and error' learning situation. The efficacy of a compound discriminandum, involving both auditory and visual sense modalities, was compared with that of single component discriminandum involving the auditory and visual modalities separately. The rank order of superiority of the three experimental groups, namely, Auditory-Visual, Visual and Auditory, was interpreted in terms of Hullian theoretical assumptions."—L. I. O'Kelly.

5707. Eriksen, Charles W. (Johns Hopkins U., Baltimore, Md.) Individual differences in defensive forgetting. *J. exp. Psychol.*, 1952, 44, 442-446.—2 subexperiments were conducted to study the relation between memory for completed and incompletely completed tasks and the learning of neutral and affective words. The experimental *Ss* in Exp. I recalled significantly fewer incompletely completed tasks. In Exp. II, *Ss* who favored

completed tasks in their recall required significantly more trials to learn and to relearn words with long association times than to learn or relearn words with either medium or short association times.—*E. L. Gaser.*

5708. Gottsdanker, Robert M. (*U. California, Santa Barbara*) Prediction-motion with and without vision. *Amer. J. Psychol.*, 1952, 65, 533-543.—Subjects were asked to continue tracking a target after it had disappeared from view either with eyes open or with eyes closed. The same relative rates of continuation under the two conditions were found though non-visual continuation tended to be less accurate and consistent.—*J. A. Stern.*

5709. Grice, G. Robert. (*U. Illinois, Urbana*) Simultaneous acquisition of differential response strength to two stimulus dimensions. *J. gen. Psychol.*, 1952, 46, 65-70.—A group of white rats responded after training differentially to visual stimuli differing in size and brightness when the other dimension was equated.—*M. J. Stanford.*

5710. Grings, William W. (*U. Southern California, Los Angeles*) Some effects of distraction in rote learning. *Amer. J. Psychol.*, 1952, 65, 594-596.—2 groups of subjects were subjected to the learning of 2 lists of nonsense syllables. After a rest period subjects were presented with the common stimulus syllable, half of the subjects responding under free and half under controlled recall. The experimental variable was recall under conditions of distraction or without distraction. The effect of distraction was to increase the number of non-list responses—largely at the expense of the original list response. "Such differences as were obtained are in a direction contrary to that expected from a disinhibition-hypothesis."—*J. A. Stern.*

5711. Guthrie, E. R. (*U. Washington, Seattle*) The psychology of learning. (Rev. ed.) New York: Harper 1952. x, 310 p. \$3.00.—While the theoretical position "remains substantially the same" with association by contiguity as the basic principle (see 9: 2191), the author has added 4 chapters as follows: Ch. 17 which deals with pluralistic theory by reference to Tolman and to Maier, ch. 18 on Hull's reinforcement theory, ch. 19 dealing with Skinner's two-process approach, and ch. 20 which reports studies and interpretations made by the author with George P. Horton on cats in puzzle boxes. 9-page reference list.—*L. A. Pennington.*

5712. Hamilton, C. L., & Patton, R. A. (*U. Pittsburgh, Pa.*) The effects of a series of electroshock convulsions on an inhibited conditioned response in the albino rat. *J. comp. physiol. Psychol.*, 1952, 45, 600-603.—Using a Mowrer-type shock-avoidance apparatus, rats were trained to jump a barrier to escape shock at the sound of a buzzer. After conditioning the response was extinguished by non-reinforced trials. ECS was administered to the experimental group, one ECS per day for a 10-day period. Retesting showed the convulsed animals to have a higher number of conditioned responses than

the controls. "It was concluded that electroshock convulsions produce only a transitory spontaneous recovery of an inhibited conditioned response in the white rat."—*L. I. O'Kelly.*

5713. Hays, David G. (*Harvard U., Cambridge, Mass.*) Situational instructions and task order in recall for completed and interrupted tasks. *J. exp. Psychol.*, 1952, 44, 434-437.—16 Ss were instructed that an intelligence test would be administered to them, and 11 Ss were instructed that they were to help standardize test materials in an experiment on recall for complete and interrupted tasks. Each S performed 4 experimental tasks, of which 2 were completed and 2 were interrupted followed by an interpolated task consisting of a passage of complex or simple prose. Completed tasks were found to be recalled more frequently when the following interpolated task was complex, while interrupted tasks were more frequently recalled preceding simple tasks. Completed tasks were recalled more frequently when S was told he was assisting the E; the results were reversed for interrupted tasks.—*E. I. Gaier.*

5714. Hunt, Howard F., Jernberg, Peter, & Brady, Joseph V. (*U. Chicago, Ill.*) The effect of electroconvulsive shock (ECS) on a conditioned emotional response: the effect of post-ECS extinction on the reappearance of the response. *J. comp. physiol. Psychol.*, 1952, 45, 589-599.—When rats are given extinction trials following ECS treatment of a conditioned emotional response, there is a definite interference with the reappearance of the CER at a later date. It is concluded that ECS reduces the strength of the conditioned emotional response but does not completely eliminate it. Using a more refined definition of the conditioned emotional response it is shown that "a vestigial form of the CER survived ECS to occur in conjunction with the unreinforced conditioned stimulus during extinction."—*L. I. O'Kelly.*

5715. Jalota S. L'influence du stimulus à tonalité hédonique sur les reconnaissances répétées. (The influence of a stimulus with hedonic tone value on repeated recognition.) *Psyché*, 1952, 7, 564-578.—A list of 21 words, some pleasant, some unpleasant, and some neutral, was presented to a group of 13 graduate students in psychology. A recognition list with 4 alternatives in addition to the original stimulus word was given to the subjects 6 times at varying intervals. The results indicated that: (1) the psychoanalytic hypothesis that unpleasant words are more easily forgotten than other words was supported and (2) the hypothesis that pleasant words have more durable traces than others was not supported.—*G. Besnard.*

5716. Jensen, John Alexander. The influence of work as a function of distance in the discrimination of the shorter of two paths. *Dissertation Abstr.*, 1952, 12, 780-781.—Abstract of Ph.D. thesis, 1952, Vanderbilt U. Microfilm of complete manuscript, 75 pages, \$1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4399.

5717. Johnson, Edward E. (*U. Colorado, Boulder.*) The role of motivational strength in latent learning. *J. comp. physiol. Psychol.*, 1952, 45, 526-530.—"Five groups of rats running in a simple T maze with only food present were given equal preliminary training and then were run for seven days motivated by different water-deprivation schedules. On the hunger test runs the rats trained with low thirst motivation behaved more appropriately at the choice point than those trained under high motivation. The relevance of these findings to contemporary learning theory is suggested."—*L. I. O'Kelly.*

5718. Kaplan, Michael. (*Columbia U., New York.*) The effects of noxious stimulus intensity and duration during intermittent reinforcement of escape behavior. *J. comp. physiol. Psychol.*, 1952, 538-549.—Using rats and a perch apparatus in which bar pressing terminated a noxious-level light stimulus, the effects of intensity and duration of intermittently reinforcing conditions were established. Rate of escape responding declines with increase in stimulus interval duration and approaches an asymptote. The change in response rate as a function of stimulus intensity has a range of 3.4 responses per minute and passes through a maximum between 111 and 530 mL. 20 references.—*L. I. O'Kelly.*

5719. Kosofsky, Sidney. (*99 Beach St., Bloomfield, N. J.*) The effectiveness of positive and negative guidance as related to the degree of the organization of the material to be learned. *J. gen. Psychol.*, 1952, 47, 91-104.—In the first experiment a serial maze, and in the second and third experiments a multiple choice situation was used in which the *Ss* were called upon, in each case, to learn a task in which all the correct responses led to the formulation of a common, general principle. No statistically significant differences were found.—*M. J. Stanford.*

5720. Kundu, Lalitkumar. Retroactive inhibition as a function of the time of interpolation of the inhibitor between learning and recall. *Indian J. Psychol.*, 1949, 24, 100-108.—The importance of the effect of interpolated activity rather than time as a basic factor in forgetting must be considered. Disturbance or loss is very great when the interpolated material follows the learning directly. It then decreases but again becomes strong before the test. The phenomenon of stabilization with lapse of time would interfere with the law of disuse. Attention is called to the factor of rhythm in learning.—*G. E. Bird.*

5721. Lawrence, Douglas H. (*Stanford U., Calif.*) The transfer of a discrimination along a continuum. *J. comp. physiol. Psychol.*, 1952, 45, 511-516.—Rats trained in simultaneous brightness discrimination problems varying in difficulty in comparison to a following test discrimination condition, and given equal numbers of reinforced trials were compared for errors during a given number of trials on the test discrimination. The findings were that: (1) "learning was more efficient when animals were first trained on an easy and then shifted to the test discrimination

than if all the training was given directly on the latter," and (2) "learning was most efficient when the animals approached the test discrimination through a series of graduated discriminations."—*L. I. O'Kelly.*

5722. Leary, R. W., Harlow, H. F., Settlage, P. H., & Greenwood, D. D. (*U. Wisconsin, Madison.*) Performance on double-alternation problems by normal and brain-injured monkeys. *J. comp. physiol. Psychol.*, 1952, 45, 576-584.—Rhesus monkeys with extensive frontal or posterior lesions were compared with normal controls on double-alternation problems. Interproblem learning could be demonstrated by percentage error measures but not by percentage of perfect runs. Frontal lesion animals were poorest, posterior lesion animals intermediate and normal animals were superior on most measures of learning used, although statistical significance was not always achieved.—*L. I. O'Kelly.*

5723. Likely, Fred A., Jr. Relative resistance to extinction of aperiodic and continuous reinforcement separately and in combination. *Dissertation Abstr.*, 1952, 12, 782.—Abstract of Ph.D. thesis, 1952, Indiana U. Microfilm of complete manuscript, 86 pages, \$1.08, University Microfilms, Ann Arbor, Mich., Publ. No. 4377.

5724. London, Ivan D. A theoretical relation between rate of forgetting and internal body temperature. *J. gen. Psychol.*, 1952, 46, 151-157.—A formula has been worked out according to which the rate of forgetting should undergo acceleration with increase of internal body temperature.—*M. J. Stanford.*

5725. Longenecker, E. D., Krauskopf, John, & Bitterman, M. E. (*U. Texas, Austin.*) Extinction following alternating and random partial reinforcement. *Amer. J. Psychol.*, 1952, 65, 580-587.—2 groups of subjects were conditioned to respond with a PGR under conditions of either random or alternate reinforcement, both conditions producing 50% reinforcement. The training conditions produced equivalent levels of conditioning, the alternating group however extinguished more rapidly than the randomly reinforced group. The results are discussed in terms of a stimulus-generalization theory and the conception of serial patterning. The findings are contrary to the former and support the latter.—*J. A. Stern.*

5726. McAllister, Wallace R. (*State U. Iowa, Iowa City.*) The spatial relation of irrelevant and relevant goal objects as a factor in simple selective learning. *J. comp. physiol. Psychol.*, 1952, 45, 531-537.—Rats given preliminary maze training while thirsty but satiated for food in a maze with water in the goal boxes and with food at varying locations between the choice point and the goal boxes were given test trials while hungry and satiated for water. Only the animals who previously had found food close to the choice point and farthest from the goal box for water showed evidence of having learned the food discrimination. The relation of these results to

Spence's fractional anticipatory goal response proposals is discussed.—*L. I. O'Kelly.*

5727. Miller, Neal E., & Kessen, Marion L. (*Yale U., New Haven, Conn.*) Reward effects of food via stomach fistula compared with those of food via mouth. *J. comp. physiol. Psychol.*, 1952, 45, 555-564.—Rats prepared with stomach fistulas were trained in a simple T-maze under hunger motivation and with rewards of milk for correct choices and isotonic saline for incorrect choices. Different groups received milk in a dish or milk injected directly into the stomach. While both groups reduced errors and time significantly, the "milk-by-mouth" group learned more rapidly. "These results show that milk injected directly into the stomach serves as a reward to produce learning, but that milk taken normally by mouth serves as a stronger reward to produce faster learning."—*L. I. O'Kelly.*

5728. Mira y López, Emilio; Mongruel, J. L., & Schwartzenstein, S. J. "Estimulos perturbadores," novo fator de aceleração na formação de hábitos; trabalho experimental com aprendizes operários em uma aprendizagem motora. ("Perturbing stimuli," a new factor of acceleration in the formation of habits; experimental work with apprentice workers in a motor learning.) *Arch. bras. Psicotécnica*, 1952, 4, 7-32.—"Perturbing stimuli" consist of externally imposed irregular and discontinuous movements that make the execution of the motor learning exercises more difficult without stopping them, are unexpected by the pupil, and may effect the pupil's body totally or partially or the instrument used by him. In the present study of apprentice workers acquiring skill in the "tweezer test" of motricity the pupils are divided into two equated groups, one without P.S. and the other with P.S. It is found here that perturbing stimuli make for an acceleration in the acquisition of dexterity. French & English summaries.—*F. C. Sumner.*

5729. Moustakas, Clark E. (*The Merrill-Palmer Sch., Detroit, Mich.*) Personality studies conducted in nursery schools. *J. educ. Res.*, 1952, 46, 161-177.—Personality investigations in nursery schools are surveyed. In the past these have been concerned generally with such topics as development, adjustment and social relations, and the teacher's role in the nursery school. In the future more attention should be given to personality theory as it relates to the formulation of personality study. 32 references.—*M. Murphy.*

5730. Pribram, Karl H., Mishkin, Mortimer; Rosvold, H. Enger, & Kaplan, Sylvan J. (*Yale U., New Haven, Conn.*) Effects on delayed-response performance of lesions of dorsolateral and ventromedial frontal cortex of baboons. *J. comp. physiol. Psychol.*, 1952, 45, 565-575.—Using neuronographical techniques to delimit areas, 3 baboons received resection of the dorsolateral frontal cortex, 3 of the ventromedial cortex and 3 were controls. Pre- and post operative training on delayed-response and visual discrimination problems was given. Dorsolateral lesions produced a greater effect on delayed

response tests and on retention of the visual discrimination habit. "The results support the hypothesis that the integrity of a restricted area of the frontal cortex is especially important for performance on delayed-response-type tests. The data indicate that such an area lies in the dorsolateral frontal region anterior to the precentral 'motor' cortex." 20 references.—*L. I. O'Kelly.*

5731. Sweeney, Michael J. J. (*St. Andrews U., Scotland.*) The principle of learning. *J. gen. Psychol.*, 1952, 47, 189-194.—To clarify the confusion existing in the field of learning the question "What is learned?" is raised. Learning, a function of the mind, is divided into the input process, the memory, and the reproductive process. After an initial period of development of the various sensory processes the stage of acquisition of meaning occurs. The acquisition of meaning is the content and criterion of learning.—*M. J. Stanford.*

5732. Thistlthwaite, Donald. (*U. Illinois, Urbana.*) Conditions of irrelevant-incentive learning. *J. comp. physiol., Psychol.*, 1952, 45, 517-525.—When rats are required to learn the location of food for which they are sated, and the variables of drive-discrimination practice and physical separation of incentive substances in the maze are studied, the following results were obtained: (1) Superior learning was demonstrated to occur with more extended practice and selection of successfully discriminating animals; (2) large separation of incentive substances in the maze was superior to smaller separation of the relevant and irrelevant incentive substances.—*L. I. O'Kelly.*

5733. Walk, Richard D. Effect of discrimination reversal on human discrimination learning. *J. exp. Psychol.*, 1952, 44, 410-419.—Ss with preliminary training to the same principle, and a principle opposite to that on a final learning task, were compared to a control group with no prior training in Exp. I of a study designed to investigate the continuity hypothesis of discrimination learning. In Exp. II photographs of a girl were used as stimuli, and Ss solved a problem concerning facial expressions. In both experiments a decrement for the reversal group was observed following discrimination reversal, but in neither experiment was there evidence of decrement following reversal of long duration. 18 references.—*E. I. Gaier.*

5734. Wodinsky, Jerome, & Bitterman, M. E. (*U. Texas, Austin.*) Compound and configuration in successive discrimination. *Amer. J. Psychol.*, 1952, 65, 563-572.—This study explored the influence of configurational variables in the solution of successive problems. No significant grouping effects were found with a two window jumping apparatus; with a three window apparatus the variation in grouping significantly influenced the course of learning and transfer. "It is concluded that a configurational effect, which cannot be accounted for in terms of the principle of compounding, may operate in successive problems."—*J. A. Stern.*

(See also abstracts 5585, 5589, 5619, 6056, 6114)

## THINKING &amp; IMAGINATION

5735. Miller, Elmer H. A study of difficulty levels of selected types of fallacies in reasoning and their relationships to the factors of sex, grade level, mental age, and scholastic standing. *Dissertation Abstr.*, 1952, 12, 852.—Abstract of Ed.D. thesis, 1952, Wayne U. Microfilm of complete manuscript, 148 pages, \$1.85, University Microfilms, Ann Arbor, Mich., Publ. No. 4313.

5736. Renneker, Richard. Presleep mechanisms of dream control. *Psychoanal. Quart.*, 1952, 21, 528-536.—"This study emphasizes the common nature of presleep mechanisms, describes their role within the total personality, and their function in sleep and dreaming."—L. N. Solomon.

5737. Weinland, Clarence E. (U. S. Naval Ordnance Test Station, Inyokern, Calif.) Creative thought in scientific research. *Sci. Mon.*, N. Y., 1952, 75, 350-354.—A discussion of the creative process, motivation, discovery of the problem, search for the solution, creative insight, verification, exploitation, and synthesis. 16 references.—B. R. Fisher.

(See also abstracts 5770, 5805)

## INTELLIGENCE

5738. Eells, Kenneth (San Diego State Coll., Calif.), Davis, Allison; Havighurst, Robert J., Herrick, Virgil E., & Tyler, Ralph. Intelligence and cultural differences; a study of cultural learning and problem-solving. Chicago, Ill.: University of Chicago Press, 1951. xii, 388 p. \$5.00.—Primarily concerned with research completed on a comparison of the responses to standard intelligence-test items by white children from different socioeconomic levels. Part I. The problem and its setting, contains 6 chapters by the various authors. Part II. A summary of the field study (3 chapters) and Part III. A report of the field study (14 chapters) are by Kenneth Eells. 75-item bibliography.—A. J. Sprow.

5739. Garfield, Sol L. (VA Regional Office, Chicago, Ill.), & Blek, Libby. Age, vocabulary level, and mental impairment. *J. consult. Psychol.*, 1952, 16, 395-398.—Purpose of this study was "to evaluate the influence of age on the vocabulary and mental functioning of 'normal' groups of subjects." The Shipley-Institute of Living Scale for Measuring Intellectual Impairment was administered to 3 groups of 20 unmarried females. Findings: (1) there was a definite increase in vocabulary score with increase in age; (2) the youngest group of subjects showed some superiority on the Abstraction Scale; (3) the youngest group did best on Conceptual Quotients. Significance of these findings is discussed.—F. Costin.

5740. Lall, Sohan. Quelques cas traités par nous. (Some cases treated by us.) *Psyché*, 1952, 7, 582-588.—Several case histories of patients are outlined. A study of the intelligence level of twenty-three illiterate boys, age 11-16, from a typical

Indian village showed that three boys had the necessary aptitude for university work.—G. Besnard.

5741. Nyssen, R., & Delys, L. Contribution à l'étude du problème du déclin intellectuel en fonction de l'âge. (Contribution to the study of the problem of intellectual decline with age.) *Arch. Psychol.*, 1952, 33, 295-310.—A decline in efficiency was found after the age of 25, as a result of testing 990 French-speaking Belgians with the 1938 Matrices tests and a vocabulary scale of 50 words adapted from the Mill-Hill vocabulary test of Raven. This decline was due not entirely to a decline with age, of operational speed, but more especially to a progressive lessening of intellectual capacity. This was more pronounced among the less intelligent subjects.—G. E. Bird.

5742. Piaget, Jean. The origins of intelligence in children. New York: International Universities Press, 1952. xi, 419 p. \$6.00.—Following an introduction to the biological problem of intelligence, its growth sequence in 6 stages is presented: the use of reflexes, the first acquired adaptations to the primary circular reaction, secondary circular reactions and the procedures destined to make interesting sights last, the coordination of the secondary schemata and their applications to new situations, the tertiary circular reaction and the discovery of new means through active experimentation, and the invention of new means through mental combinations.—G. Rubin-Rabson.

(See also abstract 5764)

## PERSONALITY

5743. Bauer, John. Similarities and differences in the personality and manifest behavior of one set of monozygotic twins: a depth study involving interacting organic, developmental, psychodynamic, and environmental factors as they pertain to the total life history. *Dissertation Abstr.*, 1952, 12, 776-777.—Abstract of Ph.D. thesis, 1952, New York U. Microfilm of complete manuscript, 561 pages, \$7.02, University Microfilms, Ann Arbor, Mich., Publ. No. 4138.

5744. Cattell, Raymond B., & Miller, Adam. (U. Illinois, Urbana.) A confirmation of the ergic and self-sentiment patterns among dynamic traits (attitude variables) by R-technique. *Brit. J. Psychol.*, 1952, 43, 280-294.—The experiment reported here incorporates 3 points of design: (1) employment of the action definition of attitude; (2) new objective non-opinionnaire, methods of measuring attitudes; and (3) the development of the concept of erg instead of propensity, and the resulting "ergic system of attitude measurement." A factorization of 30 attitudes, each measured by a pool of 3 objective sets of responses, each pair or trio of attitudes chosen to represent an hypothesized ergic structure, yielded 9 factors, 6 of them confirmed well and 2 tolerably the ergic patterns previously found. The more and less confirmed patterns are: escape, gregariousness, self-assertion, mating, appeal, and curiosity on the

one hand and parental protectiveness and the self sentiment on the other. 29 references.—*L. E. Thune.*

5745. Eysenck, H. J. *The scientific study of personality.* New York: Macmillan, 1952. xiii, 320 p. \$4.50.—A sequel to "Dimensions of Personality," this book reports the results of further experiments carried out at the Institute of Psychiatry in the University of London with adult normals, neurotics, psychotics and with children. "The aim has remained the same, namely, to discover the main dimensions of personality, and to define them operationally, i.e., by means of strictly experimental, quantitative procedures." Contents include chapters on science and personality, the dimensional approach, the neurotic dimension, the psychotic dimension, heredity and environment, and the organization of personality. 314-item bibliography.—*L. N. Solomon.*

5746. Haratani, Tatsuo. *Problem of "symbol" in the study of personality.* *Jap. J. Psychol.*, 1952, 22, 128-131.—In Japanese. 25 references.—*C. M. Louttit.*

5747. Krasno, Isadore. *Authoritarian and equalitarian personality syndromes and intolerance of perceptual ambiguity.* *Dissertation Abstr.*, 1952, 12, 781-782.—Abstract of Ph.D. thesis, 1952, U. Pennsylvania. Microfilm of complete manuscript, 56 pages, \$1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4366.

5748. Kuppuswamy, B. *Preliminary report of a statistical study of the oedipus complex.* *Indian J. Psychol.*, 1949, 24, 23-25.—In reply to a questionnaire, it was found that both fathers and mothers love their sons better than their daughters. Boys love mothers better than fathers, without much difference in love of girls for parents, though girls show greater preference for mothers, thus upsetting the Electra complex. Fathers are more severe with sons than with daughters; mothers more severe with daughters. Men are more partial to daughters-in-law than to sons-in-law. The reverse is true with women's attitude. These replies confirm in part and partly refute the Freudian standpoint.—*G. E. Bird.*

5749. McQuitty, Louis. (*U. Illinois, Urbana.*) *Another method of measuring personality integration.* *Educ. psychol. Measmt.*, 1952, 12, 720-729.—The O-method, a new method of measuring personality integration is proposed as less time consuming than the S-method. "The O-method allows us to administer a few key personality inventory items, take a composite of the integration reflected by them, and arrive at a dependable prediction of the score that subjects would have received if they had completed a much longer inventory scored by the S-method." The method is outlined and data supporting its applicability are presented. McQuitty suggests that the method seems promising in relation to: "(a) the measurement of personality integration; (b) the understanding of the dynamics operative in the development of integrated vs. disintegrated personalities; (c) the study of the dy-

namics of intra-group and inter-group harmonies and conflicts."—*W. Coleman.*

5750. Marquart, Dorothy I., & Arnold, Patricia L. (*U. Arizona, Tucson.*) *A study in the frustration of human adults.* *J. gen. Psychol.*, 1952, 47, 43-63.—In experimenting with human subjects it seemed that when punishment was used as a frustrating agent its pattern rather than the type was of importance. It was also established that 75 per cent punishment is more frustrating than 25 per cent.—*M. J. Stanford.*

5751. Roseman, Morris. (*V. A. Hosp., Roanoke, Va.*) *Closure behavior and levels of personality integration.* *J. Pers.*, 1952, 21, 48-58.—Data obtained support the hypothesis that subjects with greater personality disorganization would have lower frequency of closure of behavior. An important implication of the study is that the contribution of personality factors even in the simpler kinds of tasks, perceptual or perceptual-motor, may not be ignored. 15 references.—*M. O. Wilson.*

(See also abstracts 5600, 5862, 5868, 5885)

#### AESTHETICS

5752. Agarwal, Padma. *Art symbolism.* *Indian J. Psychol.*, 1949, 24, 120-127.—Works of art are a replica of expelled desires that have occupied a central place in the subconscious. Artistic activity is the expression of primitive dynamisms of unconscious wishes. The symbol is a means of expression, which, in Indian art, aims to make religion and philosophy intelligible to all. This mode of suggestion of a mystic idea by a concrete symbol is characteristically eastern.—*G. E. Bird.*

5753. Boardman, Gail. (*State Teachers Coll., Indiana, Pa.*) *Oral communication of literature.* New York: Prentice-Hall, 1952. xiv, 472 p. \$6.60.—This book contains a discussion of the relationship between literature and interpretation. The steps in the interpretative process and the techniques essential to effective communication are given. All types of literature are presented and analyzed. A hundred-page anthology, including the poem, novel, short story, dialect reading, speech, essay, drama, and radio play, is included. Bibliography.—*M. Ellermann.*

5754. Eindhoven, Jan E., & Vinacke, W. Edgar. (*U. Hawaii, Honolulu.*) *Creative processes in painting.* *J. gen. Psychol.*, 1952, 47, 139-164.—A group of 13 artists and 14 non-artists was given the task to paint an illustration for a poem which would be suitable for publication. The experiment was strictly controlled with set limits of laboratory sessions. The authors felt this experiment made two contributions to the existing concept of artistic creation: (1) an analysis of the differences of activity between artists and non-artists; and (2) the formulation of creative thought as one whole process of all the various aspects participating concurrently instead of the four distinct "stages" (preparation, incubation, illumination, verification).—*M. J. Stanford.*

5755. Pirenne, M. H. The scientific basis of Leonardo da Vinci's theory of perspective. *Brit. J. Phil. Sci.*, 1952, 3, 169-185.—In the light of recent criticisms proclaiming the artificiality of Renaissance perspective, the author defends the thesis that Renaissance perspective is the only natural system of perspective and that consequently Leonardo's critics are wrong. Renaissance linear perspective is found to rest solidly upon physiological and psychological facts. Although Leonardo's theory is unavoidably imperfect because of the fact that we generally use both eyes in looking at paintings, newer systems of perspective "introduce additional errors and distortions."—P. E. Lichtenstein.

#### DEVELOPMENTAL PSYCHOLOGY CHILDHOOD & ADOLESCENCE

5756. Beizmann, C. Les dénivellations de la personnalité chez l'enfant exprimées par les tests. (Level-differences of personality in the child as manifested by tests.) *Enfance*, 1952, 5, 154-163.—In study of the influence of affectivity on perceptual and intellectual activities attention was drawn to a category of children called "difficult" or unadjusted, in whom test scores appeared contradictory either from one test to the other or within the same test. This contradictoriness was manifested not only on intelligence tests (superior-inferior) but also in their school work (superior-inferior), and in their family and social behavior (mature-infantile). 3 illustrative cases are presented. The author would explain these level-differences in the same child as due to phenomena of compensation or overcompensation for physical deficiency or as a reaction to premature moral conflicts (theory of Adler).—F. C. Sumner.

5757. Bruch, Hilde. Don't be afraid of your child: a guide for perplexed parents. New York: Farrar, Straus & Young, 1952. 297 p. \$3.75.—An attempt to reduce the amount of guilt and fear on the part of parents by evaluating "the over-all effect of educating parents in child psychology and the way parents have understood or misunderstood it." Meaningful psychological help must be individualized; body-mind separation in terms of contrasting psychological and physical needs is no longer acceptable. Includes a discussion of such topics as changes in socio-cultural order and the family; recommendations by child psychologists; love vs. necessary discipline and positive guidance; planned parenthood; "natural" childbirth; infant-mother contacts; child care without fear; the child's own view of behavior; effective adaptation to surroundings; integration of sex education with other experiences; and keeping impossible demands under control.—V. Johnson.

5758. Cohen, Marcel. Sur l'étude du langage enfantin. (A study of the language of the child.) *Enfance*, 1952, 5, 181-249.—Observations of language development in 6 French children from the earliest responses are reported in considerable detail. Successive stages in language development established are: cooing, babbling, first elements of communica-

tion, multiple elements of communication, appearance of assemblages (phrases), and finally appearance of elements of adult language. Dates of the appearance of each stage vary from child to child. There exists for the most part, from the period in which isolated elements dominate, a division of use between non-spoken elements (cries and grumblings) which generally have an affective role and spoken elements (very abridged words of adult language and phonemes often poorly or non-articulated) which serve principally for conversions.—F. C. Sumner.

5759. Djolepy, P.-N. L'architecture et l'enfant. (Architecture and the child.) *Enfance*, 1952, 5, 138-153.—In designing homes, schools, hospitals, aeriums, etc., destined for children, the architect should envisage not the adult but rather the child. He should collaborate with child psychologists, pedagogues, and pediatricians to the end of realizing structures which favor the health, education and training of the child. Illustrations of such child-oriented architecture are given with drawings from "Villages d'Enfants."—F. C. Sumner.

5760. Drucker, A. J., Christensen, H. T., & Remmers, H. H. (Purdue U., Lafayette, Ind.) Some background factors in socio-sexual modernism. *Marriage Fam. Liv.*, 1952, 14, 334-337.—An inquiry: "What factors in the life of a teen-ager are associated with his inclination or reluctance to accept modern points of view concerning courtship and marital behavior?"—M. M. Gillet.

5761. Fraisse, P., & Vautrey, P. La perception de l'espace, de la vitesse et du temps chez l'enfant de cinq ans. II Le temps. (Perception of space, speed and time in the child, five years of age. II. Time.) *Enfance*, 1952, 5, 102-119.—In order to ascertain in what measure, in the absence of artificial constructs, children, 5 years of age, are able to compare correctly 2 durations, and what is the significance of the errors which they commit, children were asked to compare travel times of 2 toy cyclists traveling on parallel tracks at variedly controlled speeds. Of 3 possible answers in each test (longer, equal, slower) only one is correct. The results show that there is not an intuition of duration as such; that on the contrary 5-year old children are guided in their perception of time equally by 2 types of criteria: the speed and the space traversed.—F. C. Sumner.

5762. Heron, Alastair. (U. Manchester, Eng.) Adolescents and preparation for parenthood. *Brit. J. educ. Psychol.*, 1952, 22, 173-179.—Attitudes of adolescents concerning prospective parenthood, with special reference to the idea of educational preparation for child rearing, were elicited in a questionnaire survey of 1179 secondary school children, ages 12-17, representing both a rural and an industrial area. The majority of boys and girls queried (about  $\frac{2}{3}$ ) favored education for parenthood as a general issue. Sex differences were insignificant. A lesser percentage, but still a majority, supported such training when referred specifically to the school. Girls exceeded boys in agreement on this issue. Area differ-

ences in the attitudes measured were not marked.—*R. C. Strassburger.*

5763. Horton, R. E., & Mainer, R. E. *Youth and the 1952 election.* *Purdue Opin. Panel*, 1952, 12(1), 19 p.—A representative sample of 3,000 papers was drawn from the replies of about 10,000 high school pupils from all sections of the United States. Some 49 questions are analyzed as to sex, grade level, community, political party, region, mother's education, income.—*S. M. Amatora.*

5764. Klatskin, Ethelyn Henry. (*Yale U., New Haven, Conn.*) Intelligence test performance at one year among infants raised with flexible methodology. *J. clin. Psychol.*, 1952, 8, 230-237.—The Cattell Infant Intelligence Scale was administered to 316 infants followed in the Yale Rooming-in Project. When inter-group comparison was made of the records of 184 infants age 12 months with Cattell's norms, a significantly higher percentage of success was found on most items, with the constant exception of vocabulary. Intra-group comparison in this 12 months group and in a group of 132 infants age 13 months revealed significant differences in pattern of tested abilities; in both age groups, the percent passing items of gross visuo-manual coordination was higher than that passing vocabulary or items of finer visuo-manual coordination. 18 references.—*L. B. Heathers.*

5765. Litwinski, Léon. *Les névroses de séparation d'origine infantile et l'autoprotection.* (Neuroses of separation of infantile origin and autoprotection.) *Enfance*, 1952, 5, 250-261.—Biopsychically viewed, the primary need for security is more primitive than the need for love. The child who has experienced a frustration of this need for security in separation from his mother or the threat of such may exhibit onwards into adult life one of 3 types of neurotic protective reactions: (1) a hypertrophy in maternal attachment; (2) an introvertive self-immurement in defense against dependence on others; (3) conspicuous attachment to possessions as a security measure as seen in the making of collections or in stealing. 18 references.—*F. C. Sumner.*

5766. Michael, William B., Zimmerman, Wayne S., & Guilford, J. P. *An investigation of the nature of the spatial-relations and visualization factors in two high school samples.* *Educ. psychol. Measmt.*, 1951, 11, 561-577.—The validity of 2 hypotheses concerning the psychological nature of the spatial-relations and visualization abilities in 2 high school samples of 151 boys and 139 girls, respectively, who took the same battery of 15 tests, is tested. For both groups, the same 6 orthogonal factors: S, Vz, V, N, P, and R, were identified. Positive evidence was attained for the 2 hypotheses regarding factors S and Vz. 18 references.—*A. J. Sprow.*

5767. Niele, Albert Van. *Adolescenza e linguaggio.* (Adolescence and language.) *Salesianum*, 1952, 14, 431-460.—This is the first part of a study concerning various aspects of language as manifested in adolescents. The author defines human

language as "the function by which the subject expresses his internal states through symbols." The total function of the language can be analyzed into an autoexpressive (individual) function, and a transmissive and suggestive (social) function. Various responses given by adolescents (288 subjects, 14-21 years old) in three experimental situations requiring, (1) an introspective analysis of the word "solitude," (2) and (3) as description of a scene projected on a screen, and the filling out of a questionnaire, are indicated.—*A. Manoil.*

5768. Remmers, H. H., Horton, R. E., & Lysgaard, Sverre. (*Purdue U., Lafayette, Ind.*) *Teenage personality in our culture; report of poll no. 32.* *Purdue Opinion Panel*, 1952, 11(3) 13 l. v. p. (Rep. no. 32.)—The hypothesis that high school students differ by social class in (1) deferred gratification behavior pattern; (2) level of aspiration; (3) ideology is supported by results of 52 objective and subjective questions from a 2500-pupil sample of a panel of 15,000 high school students. The middle-class pattern of a deferred gratification pattern, higher level of aspiration, and a business rather than labor socio-political ideology is that generally emphasized by schools. This is a hardship on working-class pupils brought up with different behavior and attitude standards, and should be considered a challenge to eductors.—*A. L. Martin.*

5769. Silver, Archie A. *Postural and righting responses in children.* *J. Pediat.*, 1952, 41, 493-498.—Clinical tests of the postural and righting responses of children are described with some indication of typical behavior in early and middle childhood. Above the age of 5 or 6 exaggerations of the tonic-neck and neck righting responses and marked rigidity with convergence of the outstretched arms are abnormal responses. These have been found in children with organic brain disturbances, maturational lags, and schizophrenia.—*M. C. Templin.*

5770. Wallon, Henri. *La pensée précatégorielle chez l'enfant.* (Pre-categorial thinking in the child.) *Enfance*, 1952, 5, 97-101.—Categorial thinking which involves assembling under the same rubric objects which have one and the same characteristic trait does not exist from the start in the child. Preceding it is a syncretism which may be either a lumping together of 2 distinct objects given originally in spatial or temporal juxtaposition or a bringing together in baroque fashion of 2 objects or terms with a common feature by elimination of syncope of the common feature. The child passes only by degrees from pre-categorial thinking to categorial thinking under all its forms: analytical and notional or constructive and causal.—*F. C. Sumner.*

(See also abstracts 5579, 5580, 5583, 5584, 5586, 5588, 5742, 5823, 5837, 5987, 6066, 6123, 6130)

#### MATURITY & OLD AGE

5771. Birren, James E. (*National Heart Institute, Bethesda, Md.*) *A factorial analysis of the Wechsler-Bellevue Scale given to an elderly popula-*

tion. *J. consult. Psychol.*, 1952, 16, 399-405.—On the basis of a factor analysis of the Wechsler-Bellevue scale, administered to 90 subjects between the ages of 60 and 74, 4 factors were determined: V, Verbal Comprehension; Cl, Closure; M, Rote Memory, and I, Induction. As a result of his findings, the author suggests that the performance of the elderly is determined by "what they know rather than by what new information they can elicit from the test situation." He also concludes that because the W-B does not include tests of many of the known primary mental abilities, it is of limited value in describing age changes in the intellect. It should be used in conjunction with tests of factors not represented in the 11 subtests.—F. Costin.

5772. Boyle, Charles P. **Helping employees adjust to retirement.** *Personnel*, 1952, 29, 261-274.—This paper presents a survey of 76 prominent American companies and of existing materials in the field of older employees. It deals only with conditioning efforts prior to retirement. These efforts fall into 3 broad areas: job-related conditioning, pre-retirement conditioning practices, and indoctrination programs. Among topics discussed are transfers and reassessments, modified work requirements, time off the job, other special arrangements, encouragement of hobbies, health maintenance programs, gradual retirement, long-service recognition, clubs, literature, and indoctrination programs.—W. H. Osterberg.

5773. Feingold, Lissy. **A psychometric study of senescent twins.** *Dissertation Abstr.*, 1952, 12, 779-780.—Abstract of Ph.D. thesis, 1950, Columbia U. Microfilm of complete manuscript, 126 pages, \$1.58, University Microfilms, Ann Arbor, Mich., Publ. No. 4257.

5774. Illinois. **Public Aid Commission. Staff Development Services. Studies in later maturity and the aged.** Chicago, Ill.: Author, 1952. i, 53 p. (mimeo).—This pamphlet was prepared primarily to give public welfare workers a summary of some of the developments in the field of aging. Six papers have been reprinted in the pamphlet. The topics covered are: the psychology of senility, personal adjustment of old age assistance recipients, comparisons of successful and problem old people, living arrangements of the elderly, and community versus institutional care for the elderly. Glossary.—J. E. Birren.

5775. Lawton, George. **Psychotherapy with older persons.** *Psychoanalysis*, 1952, 1(2), 27-41.—The author reports that personality rigidity is the crucial factor in psychotherapy with older persons. Routinization and rut formation, fear, and an exaggerated feeling of superiority known as perfectionism are sources of psychological rigidity frequently encountered. Successful psychotherapy is possible with about 25% of older persons applying for it. The therapy offered differs only in degree, not kind, from that employed with younger age groups. Prognostic indications for ultimate successful psychotherapy are the same as those for younger persons, but fewer persons qualify as suitable candidates for

thorough-going psychological help as they grow older.—L. E. Abt.

5776. Odell, Charles E., & Young, Olive E. (U.S.E.S., Washington, D. C.) **Policy and practice in employing the aging.** *Personnel Guid. J.*, 1952, 31, 152-158.—There has recently been a good deal of thinking and talking, and some constructive action, toward changes in attitudes, policy, and practice with regard to hiring and retention of older persons in employment. It is felt that the National Vocational Guidance Association should establish an interest group concerned with preretirement planning and counseling.—G. S. Speer.

(See also abstracts 5615, 5741)

#### SOCIAL PSYCHOLOGY

5777. Anshen, Ruth Nanda. (Ed.) **Moral principles of action; man's ethical imperative.** New York: Harper, 1952. xii, 720 p. \$7.50.—The 34 authors of this book have presented contemporary ideas on morals and ethics as they exist throughout the world, with the part played by culture, science, education, nationality, international relations, art and religion, in the formation of moral principles as they apply to all mankind. The book is divided into 3 parts, namely, general problems with 12 chapters, specific problems with 10 chapters, and universal problems with 13 chapters.—O. I. Jacobsen.

5778. Barnett, Gordon J.; Handelsman, Irving; Stewart, Lawrence H., & Super, Donald E. **The occupational level scale as a measure of drive.** *Psychol. Monogr.*, 1952, 66(10), (No. 342), 37 p.—The relationship that may exist between aspiration level of drive and occupational interest level is dependent upon the validity of the assumption that the observed hierachal arrangement of occupational interests is related to social levels, paralleling the observed correlation existing between intelligence and occupational level. 3 studies are reported here which are designed "to investigate the nature of the factors measured by the Occupational Level Scale." Super concludes that "the evidence now available warrants interpreting the occupational level score as a measure of status of interests [but it] does not warrant interpreting the OL score as a measure of drive." 58 references.—M. A. Siedenfeld.

5779. Bass, Bernard M., & White, Otey L. (Louisiana State U., Baton Rouge.) **Situational tests: III. Observers' ratings of leaderless group discussion participants as indicators of external leadership status.** *Educ. psychol. Measmt.*, 1951, 11, 355-361.—This is concerned with the ability of leaderless group discussion observers to identify the leaders of a college fraternity as nominated by buddy ratings. It is concluded that 2 trained observers were able to detect participants in leaderless group discussion who hold fraternity leadership status, if it is agreed that highly intercorrelated criteria identify leadership status.—A. J. Sprow.

5780. Blitsten, Dorothy Rubovits. **The significance of Harry Stack Sullivan's theories for social**

science. *Dissertation Abstr.*, 1952, 12, 860-861.—Abstract of Ph.D. thesis, 1952, Columbia U. Microfilm of complete manuscript, 209 pages, \$2.61, University Microfilms, Ann Arbor, Mich., Publ. No. 3874.

5781. Bonaparte, Marie. *Quelques lueurs projetées par la psychanalyse et l'ethnographie sur la sociologie*. (Gleams projected by psychoanalysis and ethnography on sociology.) *Rev. franç. Psychoanal.*, 1952, 16, 313-318.—Will communism, by destroying private property and competition, eliminate natural aggression? Among primitive people, in matriarchal societies, the Oedipus complex is transferred to the father surrogate. The communist "heaven on earth", achieved by revolution and killing the leaders, will in turn produce its own oppressive leader or father figure. A democratic republicanism replaces the leader without death, attenuating castration to simple circumcision. In any case, aggression remains. Should man lose his instinctual strengths, the race will die out.—G. Rubin-Rabson.

5782. Dey, Mukul K.: An attempt to analyse the effect of non-competitive co-acting group. *Indian J. Psychol.*, 1949, 24, 86-95.—Auto competition affects only the activities that involve repetition of previous experience. No independent and absolute rule can be applied. It is doubtful if a co-acting group can be made thoroughly non-competitive by mere verbal emphasis. It is by improving one's own score that one decreases the distance between self and the next higher competitor. 16 references.—G. E. Bird.

5783. Ginsberg, Morris. (*London School of Economics, England.*) Psycho-analysis and ethics. *Brit. J. Sociol.*, 1952, 3, 287-304.—Can psycho-analysis provide the basis for an ethical theory? Following a review of the writings of Freud, Flugel, Fromm, and those who have tried to clarify the concept of the "normal" mind, the author concludes that psychoanalytic theory is compatible with very different theories of moral judgment. Psycho-analysis can make important empirical contributions to ethical theory, however, by studying comparative moral pathologies and by displaying the irrational elements surrounding moral judgments, such as the emotional components involved in retributive criminal punishment.—W. W. Charters, Jr.

5784. Gotesky, Rubin. The nature of myth and society. *Amer. Anthropol.*, 1952, 54, 523-531.—Bidney's definition of myth (see 24: 4046), is shown to be contradictory and ambiguous. 4 possible types of myths are presented, 2 testable for truth and 2 beyond the range of test. Rather than a belief based on truth or falsity, myths arise because of their social servicability.—L. M. Hanks, Jr.

5785. Gustad, John W. (*Vanderbilt U., Nashville, Tenn.*) Factors associated with social behavior and adjustment: a review of the literature. *Educ. psychol. Measmt.*, 1952, 12, 3-19.—Literature on the concept of social adjustment and factors associated with social behavior and adjustment is examined and

evaluated. 6 conclusions are reached. 44-item bibliography.—A. J. Sprow.

5786. Hunt, Rockwell D. Shredded men and desiccated society; some observations on socio-economic values. *Sociol. soc. Res.*, 1952, 37, 98-104.—The author maintains that economics is the study of man in relation to wealth and not vice versa. The core of this is human. He states that our economic life and our political life are but aspects of our total living together in society, that our lives are not things apart, but are integrated into the totality of our being. Harmony must prevail.—S. M. Amatora.

5787. Lenoir, Raymond. El grupo primitivo. (The primitive group.) *Rev. mex. Sociol.*, 1952, 14, 243-258.—A profusely documented discussion of the origin and development of primitive society, including different viewpoints.—E. Sánchez-Hidalgo.

5788. Mason, Beverly Derksen. Leadership in the fourth grade. *Sociol. soc. Res.*, 1952, 36, 239-243.—The California Test of Personality scores, IQ's, elected positions held, and other rating data were studied for a group of 33 fourth grade pupils to determine evidence of leadership. Results indicate that leaders are dependable and able to finish an assigned task; their intelligence is average; their leadership behavior extends to all school activities; and their personality dimensions are those most often found in adult leaders.—A. J. Sprow.

5789. Poblete-Troncoso, Moisés. (*U. Santiago, Chile.*) Los derechos humanos y las Naciones Unidas. (Human rights and the United Nations.) *Rev. mex. Sociol.*, 1952, 14, 219-242.—A sketch is made of the evolution of human rights since their origins up to their formulation by the United Nations.—E. Sánchez-Hidalgo.

5790. Polley, Donald C. (*Stanford U., Calif.*) The reliability of predictions: a preliminary study. *Journalism Quart.*, 1952, 29, 455-457.—A random sample of 210 predictions culled from The Kiplinger News Letter and the U.S. News & World Report and classified as to 4 characteristics suggested the following conclusions: (1) if a publication qualifies a prediction there is a slightly smaller chance that prediction will be correct, (2) U.S. News was somewhat more accurate (65.6% correct) than Kiplinger (54.2%) due in part to fact that former was considerably less definite in predictions, (3) rather than simple percentage scores for the two attributes of "definiteness" and "correctness," a more valid index of reliability would be to assign each forecast a value and to total the products of the two scores.—W. A. Mindak.

5791. Róheim, Géza. The anthropological evidence and the Oedipus complex. *Psychoanal. Quart.*, 1952, 21, 537-542.—Anthropological evidence is presented to support the cultural universality of the Oedipus complex.—L. N. Solomon.

5792. Rose, Arnold M. (*U. Minnesota, Minneapolis.*) Where social action and social research meet. *Sociol. soc. Res.*, 1952, 36, 283-290.—In discussing certain phases of action research, the

author shows how, for some action research, the action people must rely heavily on the research people. Some of this dependence will be permanent and some temporary. Again, some action research will contribute as heavily to the advancement of theoretical social science as to effective social action.—*S. M. Amatora.*

(See also abstracts 6193, 6199)

#### METHODS & MEASUREMENTS

5793. Argyle, Michael. (*U. Cambridge, Eng.*) *Methods of studying small social groups.* *Brit. J. Psychol.*, 1952, 43, 269-279.—This paper describes the methods of experimental inquiry in the study of small social groups and surveys the results obtained. The basic experimental designs applied to the psychological investigation of the individual may be applied to the study of groups by substituting the group for the individual. Criticism of small group experiments frequently takes the form of criticizing conclusions derived from unwarranted generalization. The question of the validity of the conclusions must be separated from that of the validity of the experimental results. 66 references.—*L. E. Thune.*

5794. Campbell, Donald T. (*U. Chicago, Ill.*) *The Bogardus Social Distance Scale.* *Sociol. soc. Res.*, 1952, 36, 322-326.—This is a review of the well-known scale, showing that it is the most widely used single test of social attitudes, that it has also been used to measure social distance toward professions, religious groups, conscientious objectors, etc. The author recommends the use of the original form published in 1925 rather than the revision of 1933. 16 references.—*S. M. Amatora.*

5795. Dodd, S. C., & Svalastoga, K. (*U. Washington, Seattle.*) *On estimating latent from manifest undecidedness: the "don't know" per cent as a warning of instability among the knowers.* *Educ. psychol. Measmt.*, 1952, 12, 467-471.—Stability of opinion may be fairly accurately estimated from the percentage of undecided responses elicited in a first poll. An  $r$  of .91 was obtained between the percentage of "don't knows" and the percentage of stable responses among the decided responders with an  $N$  of 522 and 7 questions.—*W. Coleman.*

5796. Goode, William J., & Hatt, Paul K. *Methods in social research.* New York: McGraw-Hill, 1952. vii, 386 p. \$5.50.—A one semester undergraduate text "designed to introduce the student to modern research techniques in . . . sociology." 21 chapters present the "basic logic of scientific research, and the application of that logic to the particular problems of sociology. The book includes the major techniques for developing hypotheses, for setting up a research design, for testing hypotheses, for gathering data, and for making analyses. The general principles are illustrated by accounts of specific research experiences, usually taken from unpublished works." Each chapter is followed by suggested readings.—*J. C. Franklin.*

5797. Lambert, Wallace E. (*U. N. Carolina, Chapel Hill.*) *Comparison of French and American modes of response to the Bogardus Social Distance Scale.* *Social Forces*, 1952, 31, 155-160.—A sample of 200 French people were given the Bogardus Social Distance Scale for their attitudes toward Germans, Jews and Negroes. Differences related to age, sex, occupational status, region and political position are reported, for the French subjects. The percents of Americans who would accept Germans, Jew and Negroes in various roles are compared with similar French data. The most highly valued Bogardus categories (lowest percent positive responses) for French and Americans differed.—*B. R. Fisher.*

5798. Nelson, Alice Doll. *The effect of group self-study on sociometric ratings.* *Dissertation Abstr.*, 1952, 12, 852-853.—Abstract of Ed.D. thesis, 1951, Michigan State Coll. Microfilm of complete manuscript, 257 pages, \$3.21, University Microfilms, Ann Arbor, Mich., Publ. No. 4322.

5799. Riley, Matilda White; Riley, John W., Jr., & Toby, Marcia L. (*Rutgers U., New Brunswick, N. J.*) *The measurement of consensus.* *Social Forces*, 1952, 31, 97-106.—"Content scales concern the nature of group orientation to various objects; consensus scales seek to measure the degree to which orientation of this nature permeates all the individual members of a group, with respect to a given object." The results of empirical work reported here suggest that Guttman scales may be developed "which order objects according to the degree of consensus of the group's orientation to them," such scales having a U-shaped relation to content scales, and thus (analogously with the "intensity component") establishing a "zero point" at the position of lowest consensus.—*B. R. Fisher.*

5800. Sims, Verner M. (*U. Alabama, University.*) *A technique for measuring social class identification.* *Educ. psychol. Measmt.*, 1951, 11, 541-548.—The construction of a scale of social class identification by a technique of occupational ranking is described, and the instrument developed is evaluated. It is believed that through this scale the testee unconsciously reveals the status which he assigns himself in the social class hierarchy.—*A. J. Sprow.*

5801. Thompson, James D., & Demerath, N. J. (*U. N. Carolina, Chapel Hill.*) *Some experiences with the group interview.* *Social Forces*, 1952, 31, 148-154.—The nature of the group interview situation, its advantages, limitations and problems, are discussed; major points are derived from recent extensive research experience with the group interview.—*B. R. Fisher.*

(See also abstracts 5942, 6133, 6206)

#### CULTURES & CULTURAL RELATIONS

5802. Bogardus, Emory S. (*U. Southern California, Los Angeles.*) *Symbolism in totem poles.* *Sociol. soc. Res.*, 1952, 36, 247-251.—The decline in totem pole carving is described. 6 different types of totem poles are considered: family, heraldic, monu-

ment, memorial, ridicule, and potlatch, and their symbolism briefly discussed. The effects of the loss of the meanings of these symbols are enumerated.—*A. J. Sprow.*

5803. Bono, Humberto M. *Aspectos psicológicos de la aculturación de los indios del Chaco.* (Psychological aspects of the acculturation of the Indians of the Chaco.) *An. Inst. Etnico nac.*, 1951, 4, 89-101.—An understanding of Indian life is essential to raising the cultural standards. Intelligence tests have been more useful among the population in which they were developed, but they can be used with peoples of low culture. Alcoholism explains low level intelligence rather than inborn mental inferiority. The Indians show poor facility in comprehending general ideas presented by their environment. The Tobas surpass the Matacos in understanding. Larger social contacts must be provided.—*H. L. Latham.*

5804. Brams, L. *L'enfant noir américain devant la discrimination raciale.* (The American Negro child in the presence of racial discrimination.) *Enfance*, 1952, 5, 164-170.—Review is made of studies in U. S. A. showing the effect of racial discrimination in the U. S. A. upon intelligence test performance of American Negro children and upon interracial attitudes.—*F. C. Sumner.*

5805. Eggan, Dorothy. *The manifest content of dreams: a challenge to social science.* *Amer. Anthropol.*, 1952, 54, 469-485.—Systematic study and classification of manifest dream content is regarded as a manner of gaining insights into cultural stresses and supports, the degree of individual acculturation, cultural change and personality differences in culture. The method is illustrated with classification of 254 Hopi dreams.—*L. M. Hanks, Jr.*

5806. Harding, John. (Ed.) *Intergroup contact and racial attitudes.* *J. soc. Issues*, 1952, 8(1), 72 p.—6 studies of involuntary contact between adults of various groups are presented from the program of the Commission of Community Interrelations of the American Jewish Congress and the Research Center of Human Relations of New York University: (1) Mexicans and Puerto Ricans in a Utah mining town (W. C. Blair). (2) Reactions of neighbors in a Colorado university town to Japanese-American teachers during World War II (Donald P. Irish). (3) Attitudes toward Negro co-workers in an Eastern urban department store (John Harding & Russell Hogrefe). (4) Treatment of Negroes in a West Virginia mining area (Ralph D. Minard). (5) Two studies of the effects of Negroes at varying distances from white neighbors in housing projects (Daniel M. Wilner, Rosabelle P. Walkley, Stuart W. Cook).—*L. M. Hanks, Jr.*

5807. Honigmann, John J. *Intercultural relations at Great Whale River.* *Amer. Anthropol.*, 1952, 54, 510-522.—Whites, Eskimos and Indians mix amiably during the summers at the trading post in northern Canada. Symbiotic relations between native groups include visiting, recreation, and trade, while whites interact as traders, missionaries, and

administrators. Short period of contact, cultural differences, language barriers, ethnocentrism and some expressions of hostility limit greater intimacy.—*L. M. Hanks, Jr.*

5808. Lee, Robert. *Acculturation of Chinese Americans.* *Sociol. soc. Res.*, 1952, 36, 319-321.—The discussion centers about 3 groups into which most Americans of Chinese descent and Chinese in America can be placed. He shows various degrees of acculturation among them and concludes that, while most of them have become Americanized, only the slow and painful process of time will tell whether they can ever become Americans.—*S. M. Amatora.*

5809. Peyronnet, Georges. *La psychologie des peuples au service de la construction de la Fédération Européenne.* (The psychology of the peoples concerned in the construction of the Federation of Europe.) *Rev. Psychol. Peuples*, 1952, 7, 231-329.—This is an historical and psycho-sociological study of each nation that may participate in the political unification of all Europe taken in the widest sense. Ideational factors and social trends are considered under 2 heads: those that favor federation and those that offer obstacles.—*H. L. Latham.*

5810. Ryan, Bryce. *Institutional factors in Sinhalese fertility.* *Milbank mem. Fd Quart.*, 1952, 30, 359-381.—The social milieu of fertility in a peasant village in the Ceylon low country is reported, with attention to male and female attitudes toward family size.—*W. L. Wilkins.*

5811. Spiro, Melford E. *Ghosts, Ifaluk and teleological functionalism.* *Amer. Anthropol.*, 1952, 54, 497-503.—The social code of 250 Micronesian dwellers on Ifaluk atoll requires repression of hostility and interpersonal cooperation. The thesis is offered that malevolent ghosts furnish an outlet for hostility sufficient to preserve the code and the society in a setting where no one can escape human contact.—*L. M. Hanks, Jr.*

5812. Yap, P. M. *The Latah reaction: its pathodynamics and nosological position.* *J. ment. Sci.*, 1952, 98, 515-564.—The phenomenon is related to the Jumper behavior found in some Western societies. Essentially it is an intense fright reaction involving disorganization of the ego and obliteration of ego-boundaries. The organization of fear responses in persons belonging to cultures of low technological level is involved. This cultural level is involved in the sort of defenses the patient is able to muster. Impairment of perception is related to the symptoms of automatic obedience and echo-reaction. 148 references.—*W. L. Wilkins.*

(See also abstract 5781)

#### SOCIAL INSTITUTIONS

5813. Benson, Purnell. (*Temple U., Philadelphia, Pa.*) *The interests of happily married couples.* *Marriage Fam. Liv.*, 1952, 14, 276-280.—"Does it matter to the happiness of couples whether [or not] they have the same interests?" The "findings indicate that mutuality of interest is not always associ-

ated with good adjustment, and that the type of interest is also relevant. . . . Well-adjusted engaged or married persons somewhat more often have the following interests: home, children, romantic love, sexual relations of the couple, and religion."—*M. M. Gillet.*

5814. Dunbar, Flanders. *Symbiosis of parent and child.* *Amer. J. Orthopsychiat.*, 1952, 22, 809-824.—Symbiosis is used to mean a living together that is not detrimental to either party. In our society parents live with children and children live with parents about one third of a lifetime in each role. This paper outlines the fundamental principles for symbiotic family living; some of the major characteristics of infant, child, adolescent and adult which make them essentially different organismal entities; some of the types of psychic and physical dysfunction which result from poor symbiosis; some practical suggestions for preventing disease or disaster in individuals and society.—*R. E. Perl.*

5815. Ellis, Albert, & Doorbar, Ruth B. *Recent trends in sex, marriage and family research.* *Marriage Fam. Liv.*, 1952, 14, 338-340.—This paper reviews what has been done in research and suggests what is still to be done with "intensive research techniques and adequate statistical procedures."—*M. M. Gillet.*

5816. Harper, Fowler V. (*Yale U., New Haven, Conn.*) *Problems of the family.* Indianapolis, Ind.: Bobbs-Merrill Co., 1952. x, 809 p. \$9.00.—As an experiment in integrating various disciplines which deal with problems of the family this legal textbook includes "cases and text notes on law and readings from the literature of anthropology, sociology and psychiatry." While written as a textbook in law the volume contains much material which is of importance to psychologists interested in problems of marriage and the family. The 7 chapters are: Patterns and theories of family organization, Premarital problems, Creation of marriage, Marital adjustment, Intra-family relationships, Relations of family members with others, and Problems of family disorganization. 21-page bibliography. Glossary.—*C. M. Louitt.*

5817. Himes, Joseph S., Jr. (*North Carolina Coll., Durham.*) *Value consensus in mate selection among Negroes.* *Marriage Fam. Liv.*, 1952, 14, 317-321.—Findings suggest that personality traits are the most important: "affection in the marriage relation, self-control, dependability and judgment," that is, "the solid and steady features of character, . . . co-operativeness . . . the give-and-take of marriage" and sharing in all phases of married life. There was little mention of "good physical health, standards of sex morality, or interest in leisure-time activities."—*M. M. Gillet.*

5818. Hollingshead, August B. (*Yale U., New Haven, Conn.*) *Marital status and wedding behavior.* *Marriage Fam. Liv.*, 1952, 14, 308-311.—Persons who have never been married before and those who have been show "different patterns of behavior." Tables to illustrate.—*M. M. Gillet.*

5819. Kephart, William M., & Strohm, Rolf B. (*U. Pennsylvania, Philadelphia.*) *The stability of Gretna Green marriages.* *Social. soc. Res.*, 1952, 36, 291-296.—A random sample of 1,434 divorce cases out of 38,000 granted in Philadelphia County over a fourteen-year period were studied. It was found that Gretna Green marriages were positively associated with divorce. Use of the null hypothesis showed results to be statistically significant.—*S. M. Amatora*

5820. King, Charles E. (*North Carolina Coll., Durham.*) *The Burgess-Cottrell method of measuring marital adjustment applied to a non-white Southern urban population.* *Marriage Fam. Liv.*, 1952, 14, 280-285.—A "further investigation of marital unions of persons of different racial, ethnic, regional, and socio-economic groups to substantiate or refute the findings of the Burgess-Cottrell study." This present study shows that the Burgess-Cottrell method can be useful on other population groups.—*M. M. Gillet.*

5821. Lu, Yi-Chuang. (*U. Utah, Salt Lake City.*) *Parental role and parent-child relationship.* *Marriage Fam. Liv.*, 1952, 14, 294-297.—"The personality structure, the behavior pattern and the roles the parents play in the family should have a tremendous effect upon the child's personality development and his relationship with other people."—*M. M. Gillet.*

5822. Mariano, John H. (*110 E. 42 St., New York.*) *A psychoanalytic lawyer looks at marriage and divorce.* New York: Council on Marriage Relations, 1952. vii, 276 p. \$3.00.—Using actual court cases of divorce as examples, the problem of divorce is defined through the eyes of the lawyer, the jury and the judge in answer to the question "Did justice triumph—what happened behind the scenes?" The second series of 4 chapters utilizes case histories to explore the feelings and reactions of husbands and wives to their marital difficulties, and raises and answers legal questions about divorce grounds, procedures, and settlements. In the last 4 chapters, psychoanalytic jurisprudence as a remedy for the divorce problem is proposed, based upon the thesis that marital discords "grow out of the imbalance created when chronological maturity and psychological maturity fail to mesh."—*C. R. Adams.*

5823. Nye, Ivan. (*Bucknell U., Lewisburg, Pa.*) *Adolescent-parent adjustment: age, sex, sibling number, broken homes, and employed mothers as variables.* *Marriage Fam. Liv.*, 1952, 14, 327-332.—Families in which mothers are employed part-time show, on the average, better adolescent-parent adjustment than either families where the mother works full-time or not at all; broken homes showing poorer adjustment. The differences are perhaps not so great as sometimes believed. The smallest families score the highest. The loss of the mother appears to have more effect than that of the father. Marriage is probably the only entirely satisfactory replacement for parental ties."—*M. M. Gillet.*

5824. Schnepp, Gerald J., & Johnson, Mary Margaret. (*St. Louis (Mo.) U.*) *Do religious background factors have predictive value?* *Marriage*

*Fam. Liv.*, 1952, 14, 301-304.—"A marriage prediction test based solely on religious factors" to be used along with the Burgess-Cottrell test. "It is partially a prediction test and partially an information guide for the counselor." That is "counselors who have Catholic clients."—*M. M. Gillet*.

5825. Smythe, Lewis S. C. (*Coll. of the Bible, Lexington, Ky.*) The success of Chinese families as families. *Marriage Fam. Liv.*, 1952, 14, 286-294.—"Study of 101 Chinese marriages in Nanking during 1936." Statistical tables of results.—*M. M. Gillet*.

5826. Strodtbeck, Fred L. (*Yale U., New Haven, Conn.*) The interaction of a "hen-pecked" husband with his wife. *Marriage Fam. Liv.*, 1952, 14, 305-308.—An account of an interview with a married couple in a Mormon community in the Southwest. The case reported gave the impression that "being henpecked was not so painful in practice as the community gossip would lead one to believe." Word of caution at the end to "investigators who would use community appraisals as a criterion for adjustment."—*M. M. Gillet*.

5827. Wenzl, Alois. Zur Psychologie der Politik. (About a psychology of politics.) *Psychol. Rdsch.*, 1952, 3, 235-241.—This social-psychological treatise formulates a series of concepts by means of which it might be possible to obtain a fuller understanding of the driving forces of politics. The author feels certain that politics and history are determined by 4 impulses: individual or collective will for power, personal or collective effort for the realization of an idea, individual or collective interests and finally predominantly collective sympathy or antipathy feelings. 4 different forms of amalgamation of these impulses are postulated.—*A. P. Katsenstein*.

5828. Williamson, Robert C. (*Los Angeles (Cal.) City Coll.*) Economic factors in marital adjustment. *Marriage Fam. Liv.*, 1952, 14, 298-301.—Survey of couples in Los Angeles. Amount of income seemed to be associated with marital success. Savings, indebtedness, and unemployment also seem to affect the adjustment.—*M. M. Gillet*.

(See also abstracts 5575, 5583, 5760, 5970, 5976)

#### LANGUAGE & COMMUNICATION

5829. Bourland, D. David, Jr. (*100 Memorial Dr., Cambridge, Mass.*) A study of unit and group semantic systems: empiric regularities in book indexes and technical dictionaries. *J. gen. Psychol.*, 1952, 47, 227-233.—In this study of indexes of 16 books that represented a wide diversity of topics and of 2 technical dictionaries, the author found that the structure of these indexes follow some sort of organizing principle whose effect is mathematically similar to those governing words.—*M. J. Stanford*.

5830. Broadbent, D. E. (*Medical Res. Coun., Cambridge, Eng.*) Failures of attention in selective listing. *J. exp. Psychol.*, 1952, 44, 428-433.—Even when there is a nonauditory indication of the voice to be listened to, mistakes may appear which can be ascribed to failure to select the relevant from

amongst the irrelevant information (failures of attention). Group I found it easier to listen steadily to one voice in a mixture rather than change from voice to voice in obedience to a visual cue. Group II was required to listen to two questions and then answer them before the cycle was repeated. The condition was harder, indicating that the difficulty of listening to two messages at once is not purely a matter of difficulty in hearing. Group III met the same conditions of Group II but were only expected to answer one of two questions. This alternate word condition was still more difficult, so that neglect of even irrelevant information was not perfect here.—*E. L. Gaier*.

5831. Cansler, Gleamon M. A study of the relationship between readers' attitudes and their selection of newspaper editorials. *Dissertation Abstr.*, 1952, 12, 837-838.—Abstract of Ed.D. thesis, 1952, U. Missouri. Microfilm of complete manuscript, 107 pages, \$1.34, University Microfilms, Ann Arbor, Mich., Publ. No. 4267.

5832. Lepley, William M. (*Pennsylvania State Coll., State College.*) The participation of implicit speech in acts of writing. *Amer. J. Psychol.*, 1952, 65, 597-599.—Examples of handwriting were collected from a group of subjects who were also requested to answer the question as to whether they utilized implicit speech in writing. Paired samples of handwritings collected were submitted to a group of judges (30) who were asked to differentiate the pair on the basis of one being more "smoothly organized, harmonious and rhythmic" than the other. Significant differences were noted which were interpreted as confirming the hypothesis that when letter-by-letter implicit speech accompanies cursive writing, the motor rhythm and harmony are disturbed.—*J. A. Stern*.

#### CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

5833. Baumgarten-Tramer, F. Die regulierenden Kräfte im Seelenleben und ihre psychohygienische Bedeutung. (The regulatory forces in mental life and their meaning for mental hygiene.) *Mensch u. Arbeit*, 1952, 4(5/6), 5-21.—The reaction patterns which are called forth by crises and continuing hardships of the individual include self-consolation, hope, change of scene or activity, compensatory activity, repentance and self-punishment. Discusses the role of dreams in adjustment. Inner tensions may have good as well as bad effects. A wish for adventure may be a partly aggressive reaction working out tensions. Regulatory psychological forces may be compared to the regulatory forces of physiology, and deserve further research.—*S. Adams*.

5834. Hiltner, Seward. (*U. Chicago, Ill.*) Pastoral psychology and pastoral care. *Pastoral Psychol.*, 1952, 3 (Dec.), 45-55.—A good share of a pastor's time is devoted to caring for the unspoken needs and hidden anxieties of his people. From a series of pastoral interviews Hiltner shows the underlying psy-

chological factors affecting such questions as joining the church, transferring membership from a former church, indecision about having a child baptized, and feelings of unresponsiveness in interpersonal relationships lacking warmth or a sense of belonging in the church fellowship. He concludes with emphasis upon the value of psychological understanding in the work of pastoral care.—*P. E. Johnson.*

5835. National Association for Mental Health. *The organization and function of the community psychiatric clinic.* New York: The Association, 1952. 105 p.—Designed for groups surveying and evaluating a community's need for psychiatric services, for clinic organizing groups, and for clinic boards enlarging or revising services, this manual is not intended as a technical handbook on the professional aspects of clinic operation. Identified are some of the problems encountered in clinic organization and ways in which organizations may be developed and improved to meet the mental health needs of the community.—(Rewritten; courtesy of *Bull. Curr. Lit. . . Handicapped.*)

5836. Schofield, William. (*U. Minnesota, Minneapolis.*) *Research in clinical psychology: 1951.* *J. clin. Psychol.*, 1952, 8, 255-261.—The research in clinical psychology for the past year is reviewed briefly. Wittenborn's work was regarded as the most significant research published during the past year. 43-item bibliography.—*L. B. Heathers.*

5837. Simburg, Earl J. *The misuse and abuse of certain mental-health concepts.* *Ment. Hyg.*, N. Y., 1952, 36, 589-599.—In this radio address Simburg has called attention to faulty application of such concepts as "permissiveness," discipline, the state of being "uninhibited" and our attitudes toward frustrations, pointing out that the popular views engendered in making the public mental hygiene conscious are frequently far from being factually accurate. Many of the errors evidenced in the handling of children appear to result from parental misunderstanding and misapplication of more or less popularized mental hygiene concepts. The correct approach is suggested by the author.—*M. A. Seidenfeld.*

5838. U. S. Public Health Service. National Institute of Mental Health. *Publ. Hlth. Publ.*, Series No. 20, *Ment. Hlth Series No. 4 (Rev.)*, 1952, 21 p.—This pamphlet discusses the history and organization, research programs, community services, and related aspects of the National Mental Health Act of 1946 as implemented by the National Institute of Mental Health.—*L. A. Pennington.*

5839. Weil, R. J. *Problems of interdisciplinary research in mental health.* *Bull. marit. Psychol. Ass.*, 1952, (Dec.), 29-36.—Several types of research designs which have been used in mental health research are: (1) organic and physiological; (2) psychosomatic; (3) therapeutic; (4) group dynamics; (5) statistical studies; (6) epidemiological and prevalence studies; and (7) culture and personality studies. To use these different research designs requires more than one discipline for coverage of the problems involved. Research planning must con-

sider the choice of research design, and numerous other questions that are outlined, in selecting the research team. Problems arise in research methodology with respect to: (1) vertical communication; (2) horizontal communication; (3) collection and integration of data; (4) recording of data.—*W. F. Grether.*

#### METHODOLOGY, TECHNIQUES

5840. Ammons, Carol H., & Ammons, Robert B. (*U. Louisville, Ky.*) *Research and clinical applications of the doll-play interview.* *J. Pers.*, 1952, 21, 85-90.—"The purpose of this paper was to describe a doll-play interviewing procedure and to summarize information about reliability and validity. Its applicability in clinical diagnosis and research as a flexible tool for attacking a large variety of problems and producing specific quantifiable data was discussed. Methods for increasing its value were pointed out. It is concluded that the doll-play interview can be a valuable technique for studying children's behavior clinically and experimentally."—*M. O. Wilson.*

5841. Berdie, Ralph F. (*U. Minnesota, Minneapolis.*) *Counselor attitudes.* *Educ. psychol. Measmt.*, 1951, 11, 349-354.—Whether and under what conditions the attitudes of the counselor are important for many counselees is questioned. "The awareness of the importance of counselors' attitudes has implicit in it the danger of ignoring the importance of counseling techniques. To maintain a proper balance, not only must the dependency of techniques and attitudes upon one another be recognized, but the limitations of each in counseling must be considered."—*A. J. Sprow.*

5842. Bloom, Wallace. *How good was Air Force counseling?* *Personnel Guid. J.*, 1952, 31, 96-98.—A questionnaire of 87 items was completed by 200 officers who had been counseled and received their next assignment. The questionnaire covered various aspects of the testing and counseling procedure. Responses were generally favorable.—*G. S. Speer.*

5843. du Mas, Frank M. (*Louisiana State U., Baton Rouge.*) *On the mathematical representation of the syndrome.* *J. clin. Psychol.*, 1952, 8, 347-354.—"The syndrome is of great importance to clinical psychology. The syndrome is a complex, multivariate phenomenon. Syndromes differ from one another qualitatively and quantitatively. Syndromes may be analyzed subjectively or objectively. Mathematical representation and analysis of the syndrome is one approach to syndromic problems. Because of the power and simplicity of mathematical language and mathematical models, an attempt is made to talk about syndromes in this way."—*L. B. Heathers.*

5844. Goldman-Eisler, Frieda. (*Maudsley Hosp., London, Eng.*) *Individual differences between interviewers and their effect on interviewees' conversational behavior.* *J. ment. Sci.*, 1952, 98, 660-671.—3 psychiatrists interviewed 10 patients, 5 talkative and 5 reserved ones. The interviewers were consistent regardless of the type of patient in the ratio

of short silences to long silences, but adapted themselves well in percentage of time spent in activity with the different sorts of patients.—*W. L. Wilkins.*

5845. Harms, Ernest. (Ed.) *Two case histories: reports from two mothers.* *Nerv. Child.*, 1952, 10, 19-35.—Two case reports, written by mothers with sufficient educational background for good scientific reporting, are presented. It is emphasized that these reports differ from the usual case histories in that they contain maternal concern for the fate of the offspring.—*G. S. Speer.*

5846. Harper, Robert A., & Hudson, John W. (*Merrill-Palmer Sch., Detroit, Mich.*) *The use of recordings in marriage counseling: a preliminary empirical investigation.* *Marriage Fam. Liv.*, 1952, 14, 332-334.—The test seemed to show that there were no "negative effects of the recorder on the counseling situation."—*M. M. Gillet.*

5847. Lehner, George F., & Saper, Bernard. (*U. California, Los Angeles.*) *Use of hypothetical situation in personality assessment.* *J. Pers.*, 1952, 21, 90-102.—After a discussion of the hypothetical situation as a technique for personality assessment, consideration is given to its improvement. Suggestions include a need for more productive hypothetical situations, the use of questions after each item to clarify responses, need of refinement, reliability and validity studies, importance of sampling many groups such as neurotics, psychotics, delinquents and establishing scoring techniques and principles of interpretation.—*M. O. Wilson.*

5848. Long, Louis. (*City Coll., New York.*) *The V.A. guidance program: an evaluation.* *Personnel Guid. J.*, 1952, 31, 104-107.—Major shortcomings of the V.A. program are the overstandardization of the program, the failure to effectively use psychologists at the policy making level, and the lack of attention to research. Positive contributions were encouraging many colleges to establish counseling programs, strengthening other college counseling programs, and real help given to many veterans. A plan for a permanent program under government sponsorship is proposed.—*G. S. Speer.*

5849. Rundquist, Richard M. *A comparison of the analysis of counseling interviews by topical discussion units and by the total case.* *Dissertation Abstr.*, 1952, 12, 849.—Abstract of Ed.D. thesis, 1952, U. Missouri. Microfilm of complete manuscript, 99 pages, \$1.24, University Microfilms, Ann Arbor, Mich., Publ. No. 4283.

5850. Sandomirskii, M. I. *Primenenie kchronaximetrii v klinike psichicheskikh zabolevanii.* (Application of chronaximetry in the clinic of mental diseases.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 24-30.—"Chronaximetry can be utilized as an indicator of the functional state of the nervous system in the process of the development of mental diseases." However, its significance can be maximized only if the "total clinical picture and the dynamics of the morbid process" are taken into account.—*I. D. London.*

(See also abstract 6220)

#### DIAGNOSIS & EVALUATION

5851. Addington, Milton C. *A note on the Pascal and Suttell scoring system of the Bender-Gestalt Test.* *J. clin. Psychol.*, 1952, 8, 312-313.—To check the scoring system developed by Suttell and Pascal for the Bender-Gestalt, the test was given twice to 43 schizophrenic S's matched for age, sex, and education with 43 non-clinical control S's, source not indicated. A test-retest correlation of .71 was found; there was considerable variability in changes of score for both groups. Although the difference in mean scores for the two groups was very significant on both the original test and the retest, there was considerable overlap between the two groups. On retest both groups' scores decreased, the schizophrenics to a significant degree. The great individual variability on the test indicates that the test score may not be used alone to predict the presence or absence of psychosis.—*L. B. Heathers.*

5852. Azegami, H. *Experimental studies on the materials of educational tests.* *Kyōiku Kagaku*, 1952, 1(2), 7-15.—Performance development curves of substitution and addition tests are analyzed. The former shows greater variation between the 1st and 10th performance. Variation with repeated administration of these tests and a "picking-up test" leads the author to express doubt on the diagnostic value of single test application. In Japanese with English summary.—*C. M. Louttit.*

5853. Bach, S. R. *Spontane Malen und Kneten in Krankenhäusern.* (Spontaneous painting and modeling in hospitals.) *Schweiz. Z. Psychol. Anwend.*, 1952, 11, 206-217.—The contents of spontaneous drawing, painting and modeling with plasticine reflect the total personality and permit a degree of insight into the cause and inner history of the illness which may be of clinical use in diagnosis, prognosis and therapy. Systematic international cooperation in the study of these activities might be both desirable and possible.—*K. F. Muenssinger.*

5854. Beck, Samuel J. *The experimental validation of the Rorschach Test. IV. Discussion and critical evaluation.* *Amer. J. Orthopsychiat.*, 1952, 22, 771-775.—The author reviews the papers by Williams (see 27: 5913), Benton (see 27: 5856), and Mensh (see 27: 5889), evaluates them critically, and concludes that although clinical psychologists will use tests as long as they are valid in practice, as scientists we cannot be satisfied only with a test working, we must know why.—*R. E. Perl.*

5855. Béjarano-Pruschy, Ruth. *Quelques mécanismes inconscients révélés par le test de Rorschach. (Unconscious mechanisms revealed by the Rorschach test.)* *Rev. franç. Psychanal.*, 1952, 16, 278-291.—The Rorschach can be used for a differential diagnosis of the unconscious mechanisms subtending social behavior and adaptation to the environment. But the influence of transference to the examiner must be weighed in the protocol. The test yielded no consistent pattern for successful engineers except a strong latent homosexuality, an asset in a

profession where pleasing other men is important.—*G. Rubin-Rabson.*

5856. Benton, Arthur L. (*State U. Iowa, Iowa City.*) The experimental validation of the Rorschach test. II. The significance of Rorschach color responses. *Amer. J. Orthopsychiat.*, 1952, 22, 755-763.—In an attempt to reconcile the fact that the Rorschach "works" clinically with the fact that experimental investigation of it as a perceptual task designed to disclose personality attributes gives negative results, the author examines the theoretical implications of the color responses. It seems that color per se is not important. The important factor may be the ability of the subject to utilize all elements in the visual stimulus-situation. 28 references.—*R. E. Perl.*

5857. Bluett, Charles G. (*Calif. State Dept. Educ., San Francisco.*) Normative data for the Alpha-Beta-Gregg Battery. *J. clin. Psychol.*, 1952, 8, 237-245.—The Alpha-Beta-Gregg Battery is a useful screening battery in vocational counseling. The Gregg test consists of writing a series of numbers as rapidly as possible for one minute. To indicate the usefulness of the battery, data are given based on various generally small samples of S's. For example, four groups, with N's from 20-36, of known abilities are compared on the battery; the results are in line with expectations. Test-retest data on a select sample of 26 indicate the scores are consistent. The Alpha and Beta score distributions for a sample of 1000 handicapped persons are quite similar to those found in other studies on these tests.—*L. B. Heathers.*

5858. Brodman, Keeve; Erdmann, Albert J., Jr.; Lorge, Irving; Gershenson, Charles P., & Wolff, Harold G. The Cornell Medical Index-Health Questionnaire. IV. The recognition of emotional disturbances in a general hospital. *J. clin. Psychol.*, 1952, 8, 289-297.—CMI scores reflect a much greater frequency of psychological problems among general hospital patients than do reports of examining doctors, especially of surgeons. If the CMI were used as a routine part of the medical examination many of these missed cases would not be overlooked.—*L. B. Heathers.*

5859. Brown, Manuel N. (*VA Hosp., Vancouver, Wash.*) Powell's study on ratings of personality adjustment: a note. *Educ. psychol. Measmt.*, 1952, 12, 126-128.—Evidence is cited in support of the author's criticism of Powell's use of the Bernreuter Personality Inventory as an index of self-rating of personality inasmuch as there is a great enough difference between self-estimates and interest inventory scores that one may not be substituted for the other. (See 23: 4248.)—*A. J. Sprow.*

5860. Caldwell, Bettye McD., Ulett, George A., Mensh, Ivan N., & Granick, Samuel. Levels of data in Rorschach interpretation. *J. clin. Psychol.*, 1952, 8, 374-379.—"An attempt to investigate efficiency of interpretation of Rorschach data based on the subject's behavior in its complex (Level I), the response protocol (Level II), or the scoring summary only (Level III) revealed little loss in

sensitivity of the instrument as level of data was reduced. . . . The results indicate that the quantitative categories into which Rorschach responses may be translated represent meaningful behavioral attributes and that, with respect to items considered relevant for this study, little information is sacrificed by relying solely on these quantitative data."—*L. B. Heathers.*

5861. Caligor, Leopold. The detection of paranoid trends by the Eight Card Redrawing Test. *J. clin. Psychol.*, 1952, 8, 397-401.—The Eight Card Redrawing Test (8 CRT) is a modification of the Draw-a-Person Test. S makes 8 successive drawings on onion skin paper; each successive sheet of paper is laid on top of the previous paper so that the previous drawing shows through. S may change his picture as he wishes but is asked each time to draw a full figure. The efficacy of this test was compared with that of a single figure drawing by having raters indicate the presence or absence of paranoid features in drawings No. 1 and No. 8 as separate productions and then on the assembled eight drawings. More identifications were made on No. 1 drawings for coarctated than for over-idealized S's; generally identification was better for the over-idealized group. Inter-rater agreements showed the same trends.—*L. B. Heathers.*

5862. Cattell, R. B., & Horowitz, J. Z. (*U. Illinois, Urbana.*) Objective personality tests investigating the structure of altruism in relation to source traits A, H, and L. *J. Pers.*, 1952, 21, 103-117.—It was assumed that altruism has its roots in the cyclothymic factors A, H, and L, and, as a result, 13 new tests were designed to measure it. These tests intercorrelate positively and 4 are especially valid as measures of the pool, friend-remembrance, modesty as to own correctness, freedom from hostility over irritations, and willingness to give information risky to self. 13 references.—*M. O. Wilson.*

5863. Choisy, Maryse. Le protocole du T.A.T. de Swami Sivananda. (The T.A.T. protocol of Swami Sivananda.) *Psyché*, 1952, 7, 603-610.—A verbatim text of Swami Sivananda protocol on the T.A.T.—*G. Besnard.*

5864. Crowley, Miriam E. (*Cushing VA Hosp., Framingham, Mass.*) The use of the Kent EGY for the detection of malingering. *J. clin. Psychol.*, 1952, 8, 332-337.—The original Kent EGY was given to various groups of females under normal conditions and when feigning mental deficiency; the instruction to avoid detection was not stressed. The malingered records were compared with those of women of comparable age who had been institutionalized for mental deficiency. The mean scores of the malingering groups were below that of the defective group; the two groups differed significantly in the distribution of their successes and failures on 20 of the 25 items; the vocabulary and the nature of the incorrect answers given by the malingering group were not defective in quality.—*L. B. Heathers.*

5865. David, Gilbert. The stability of biographical predictors. *Dissertation Abstr.*, 1952, 12, 778-779.—Abstract of Ph.D. thesis, 1948, U. Pennsylvania.

Microfilm of complete manuscript, 78 pages, \$1.00, University Microfilms, Ann Arbor, Mich., Publ. No. 4363.

5866. Dudek, Frank J., & Patterson, Harry O. (*U. Nebraska, Lincoln.*) Relationships among the Szondi Test items. *J. consult. Psychol.*, 1952, 16, 389-394.—100 subjects matched the 48 Szondi pictures with verbal nontechnical descriptions (typed on 3 X 5 cards) of the diagnostic categories represented by the various pictures. 4 "neutral" descriptions were also included. Major conclusions: (1) "Neutral" descriptions were utilized in proportion to their availability. (2) "For the pictures as a group there were more correct associations than would be expected by chance. However, certain diagnostic categories are more frequently identified correctly than others." (3) Pictures within categories were not identified consistently. Some were more correctly identified than others. (4) Certain pictures were associated consistently with categories other than those to which they belong.—F. Costin.

5867. Duhm, Erna. Die Bedeutung der Anfangszeichen im Wartegg-Zeichen-Test. (The meaning of the starting sign in the Wartegg-Drawing Test.) *Psychol. Rdsch.*, 1952, 3, 242-248.—The performance of 1602 subjects, divided into groups of younger children, older mentally retarded children, adolescents and adults, is analyzed with the aim of getting a better understanding of the processes involved. Lack of attention to the starting sign is expressed in three ways: (1) by not filling in of the space, (2) by overdrawing without consideration of the spacial division, (3) filling in of the space but without consideration of the starting sign.—A. P. Katsenstein.

5868. Ferguson, Leonard W. Personality measurement. New York: McGraw-Hill, 1952. xv, 457 p. \$6.00.—7 measurement rubrics such as interest, attitude, personality, adjustment, ratings, projection and performance are discussed and illustrated by the presentation of 2 tests each. The development of these techniques with their advantages and disadvantages is described in detail. The purpose of this approach is to enable the student to judge the methodologies critically and to devise new and better measurements. 168 references.—M. J. Stanford.

5869. Fisher, Lillian Jagoda. An investigation of the effectiveness of the human figure drawing as a clinical instrument for evaluating personality. *Dissertation Abstr.*, 1952, 12, 780.—Abstract of Ph.D. thesis, 1952, New York U. Microfilm of complete manuscript, 225 pages, \$2.81, University Microfilms, Ann Arbor, Mich., Publ. No. 4140.

5870. Forer, Bertram R., & Tolman, Ruth S. (*VA Mental Hygiene Clinic, Los Angeles, Calif.*) Some characteristics of clinical judgment. *J. consult. Psychol.*, 1952, 16, 347-352.—A sentence completion test (100 items) was rated by clinical psychologists for its "potential clinical value." They also stated the degree of confidence of their judgments. Some major conclusions: (1) The form of

the item had no influence on value judgments. (2) Value judgments differed according to area of content explored by item. (3) Confidence ratings were unrelated to the test material. (4) Confidence was associated with extreme judgments. (5) High confidence was associated with positive evaluations of the usefulness of the items.—F. Costin.

5871. Frandsen, Arden N. (*Utah State Agri. Coll., Logan.*) A note on Wiener's coding of Kuder Preference Record profiles. *Educ. psychol. Measmt.*, 1952, 12, 137-139.—An amendment to Wiener's coding system (see 26: 2762) is suggested to correct a statistical oversight.—A. J. Sprow.

5872. Gleser, Goldine, & Ulett, George. (*Washington U. Sch. Med., St. Louis, Mo.*) The Saslow Screening Test as a measure of anxiety-proneness. *J. clin. Psychol.*, 1952, 8, 279-283.—"The Saslow test has been shown to be valid for the measurement of 'anxiety-proneness' and for the related dimension of 'maladjustment', in a sample of 151 'normal' subjects and 40 patients. Correlations with a psychiatrist's ratings on these factors were as high or higher than those for several well-known psychological tests."—L. B. Heathers.

5873. Gough, Harrison G. (*U. California, Berkeley.*) Identifying psychological femininity. *Educ. psychol. Measmt.*, 1952, 12, 427-439.—From a 500 item political participation scale items were screened to "differentiate masculinity and femininity." Low femininity is characterized socially as "self-centeredness, formality, hard-headedness, and coolness." High femininity seems to reflect "acceptingness, softness, mildness, and tolerance." The items were administered to several selected groups yielding results supporting the validity of the scale for identifying psychological femininity.—W. Coleman.

5874. Guertin, Wilson H. (*Beatty Memorial Hosp., Westville, Ind.*) A factor analysis of the Bender-Gestalt tests of mental patients. *J. clin. Psychol.*, 1952, 8, 362-367.—The quantification procedures of the Bender-Gestalt in the literature suggested the possibility of factor analyzing the objectively scored test variables. The Bender reproductions of 100 mental hospital patients were evaluated in terms of a number of semi-objective scoring indices. The intercorrelation matrix of these variables was factored with the multiple-group centroid factor analytic technique. Factor loadings are presented for 41 test variables and 4 gross diagnostic categories. The 5 oblique factors obtained which seem to have meaning were as follows: propensity to curvilinear movement, poor reality contact, careless execution, constriction, and poor spatial contiguity.—L. B. Heathers.

5875. Hanfmann, Eugenia. (*Harvard U., Cambridge, Mass.*) William Stern on "Projective techniques." *J. Pers.*, 1952, 21, 1-21.—Stern was not fundamentally interested in projective techniques. In fact he was critical of the Rorschach and of psychoanalysis which provides part of the theoretical substructure for projective techniques. But he was interested in the conceptualization of methodological

problems. Some of the aspects of Stern's personalistic psychology and their application to projective techniques are discussed.—*M. O. Wilson*.

5876. Hilden, Arnold H. (*VA Regional Office, St. Louis, Mo.*) Taylor, James W., & DuBois, Philip H. Empirical evaluation of short W-B scales. *J. clin. Psychol.*, 1952, 8, 323-331.—Previous studies of the short form of the W-B are briefly reviewed. The present study evaluates various short forms against the W-B total weighted score, correcting obtained  $r$ 's for differences in range of talent for the groups compared. The data were based on 161 white male veterans between the ages of 20 and 44 whose minimum IQ was 67; all  $S$ 's were psychoneurotics seen at a mental hygiene clinic. Findings were checked on another similar group of 81  $S$ 's. The short form which was judged most useful was one consisting of Similarities, Vocabulary, and Block Designs. 20 references.—*L. B. Heathers*.

5877. Hsu, E. H. (*Catholic U. America, Washington, D. C.*) Further comments on the Rorschach response and factor analysis. *J. gen. Psychol.*, 1952, 47, 239-241.—In defending his work on "The Rorschach response and factor analysis" (see 22: 3031) against Thorndike's criticism (see 24: 3997), the author points out the difference between a multi-experimental design and a uni-experimental design such as the Rorschach and emphasizes its justification and usefulness.—*M. J. Stanford*.

5878. Jalota, S. The reliability of personality questionnaires. *Indian J. Psychol.*, 1949, 24, 47-51.—The reliability of a personality questionnaire is generally low. Reliability depends upon the proportion of questions that prove the subjective or the objective aspects of the candidates. The direct, subjective questions are apt to yield unreliable answers, if we judge them through the external criterion of a retest.—*G. E. Bird*.

5879. Jolles, Isaac. (*State Dept. Public Instruction, Springfield, Ill.*) A study of the validity of some hypotheses for the qualitative interpretation of the H-T-P for children of elementary school age: II. The "phallic tree" as an indicator of psycho-sexual conflict. *J. clin. Psychol.*, 1952, 8, 245-255.—The appearance of a phallic tree in H-T-P drawings was related to the appearance of sexual disturbance in the drawings of the chimney and/or person to determine if the presence of a phallic tree indicated sexual anxiety. Phallic trees and suggested phallic trees were more common among younger than older children; phallic trees were drawn more frequently by girls than by boys at all ages from 5 through 12. The presence of an absolute or suggested phallic tree was related to the appearance of the other indicators of anxiety for the older age group. The suggested phallic tree was more indicative of sexual disturbance than the phallic tree.—*L. B. Heathers*.

5880. Keehn, J. D. (*Maudsley Hosp., London, Eng.*) Rorschach validation. I: A rationale. *J. ment. Sci.*, 1952, 98, 697-706.—Generalizations from the literature on the Rorschach are analyzed and

classified to determine the best approach for validation studies. 60 references.—*W. L. Wilkins*.

5881. Knott, John R. (*U. Iowa, Iowa City*), Umberger, John P., & Bilodeau, Ina McD. The application of an experimental "memory battery" in the psychiatric clinic. *J. clin. Psychol.*, 1952, 8, 355-361.—A battery of 7 "memory" tests was administered to 50 freshmen student nurses and 102 routine admissions to a psychopathic hospital. The normal group did better on all tests than the patient group except for Digits Forwards. The scores for 4 diagnostic sub-groups from the total patient group were compared. 4 of the tests tried consistently differentiated the organic group from the other diagnostic groups; memory for digits was not among these 4 tests. For a group of 48 routine admissions the correlation between the number right on the 4 differentiating tests and total raw score on the Wechsler Memory Scale was .72; this  $r$  rose to .78 when memory for digits was omitted from the WMS. 2 of the 4 tests correlated about .50 with mental level; though mental level did not differentiate the diagnostic groups.—*L. B. Heathers*.

5882. Kreinheder, Albert. Objective measurement of reality-contact weakness. *Psychol. Monogr.* 1952, 66(11), (No. 343), 23 p.—An experimental study of the "degree of difference between what the maladjusted individual sees as real and what his society sees as real." A "normal-neurotic group" and a "psychotic group" had 3 test sessions each during which they were administered Rorschach, an Information Test, an Action Picture Test, a Multiple Choice Stories Test, a Picture Description Test and two administrations of a Digit Test. The results appear to indicate that "reliable tests of reality contact can be devised." Kreinheder concludes: "That the weakness of the reality contact is related to the general level of maladjustment, both within the normal-neurotic range and in the total range of adjustment."—*M. A. Seidenfeld*.

5883. MacDonald, Gordon L. (*Toledo (O.) State Hosp.*) Effect of test-retest interval and item arrangement on the shortened forms of the MMPI. *J. clin. Psychol.*, 1952, 8, 408-410.—To evaluate the results of a previous study (see 27: 5884), the scorable items of the group and individual forms of the MMPI were given to various groups. The author concluded that neither time interval between testings nor item arrangement could account for the low reliability and validity of the MMPI.—*L. B. Heathers*.

5884. MacDonald, Gordon L. (*Toledo (O.) State Hosp.*) A study of the shortened group and individual forms of the MMPI. *J. clin. Psychol.*, 1952, 8, 309-311.—Test-retest correlations with a week's interval between testings were computed on the group and individual forms of the MMPI using only the scored items. In general correlations based on raw scores were higher than correlations based on T-scores. Test-retest correlations between group vs. individual forms ranged from .46 to .75 on the 12 scales; estimates as to the coefficients for an un-

selected group are not given. Presumably because of the wide range of interscale correlations on both the individual and the group forms of the test, the author questions the validity of the test; the comparable interscale correlations for the two forms of the test are not presented. Sex differences for the S's used are given.—*L. B. Heathers.*

5885. McQuitty, Louis L. (*U. Illinois, Urbana.*) Effective items in the measurement of personality integration—I. *Educ. psychol. Measmt.*, 1952, 12, 117-125.—This paper is concerned with the psychological characteristics of personality test items which are found to differ from one another empirically in their effectiveness in measuring personality integration. 2 groups of personality inventory items were used: 1 requiring answers based on subjective cues and 1, answers based on objective cues. With the complicated scoring method, subjective items were found to be better measures of personality integration than objective measures.—*A. J. Sprow.*

5886. Manolakes, George, & Sheldon, William D. (*Syracuse U., N. Y.*) A comparison of the Grace Arthur, Revised Form II, and the Stanford-Binet, Revised Form L. *Educ. psychol. Measmt.*, 1952, 12, 105-108.—The IQ derived from the Stanford-Binet cannot be compared accurately with the IQ derived from the Grace Arthur, and this inconsistency in scores must be considered when assessing the intellectual status of an individual from the Grace Arthur when this score is interpreted in terms of the IQ as measured by the Stanford-Binet. The practicability of rescaling the Grace Arthur is considered.—*A. J. Sprow.*

5887. Matarazzo, Ruth G., Watson, Robert L., & Ulett, George A. (*Washington U., St. Louis, Mo.*) Relationship of Rorschach scoring categories to modes of perception induced by intermittent photic stimulation—a methodological study of perception. *J. clin. Psychol.*, 1952, 8, 368-374.—The present study was undertaken to discover whether or not the Rorschach categories are meaningful to perception in general. 181 subjects were given the Rorschach test and were later subjected to intermittent photic stimulation. In the control population, the quantity of color and movement as scored on Rorschach responses was related to the amount of color and movement produced in the subjective sensations resulting from intermittent photic stimulation. The above relationship is disturbed in patients with anxiety and in control subjects who were considered anxiety-prone.—*L. B. Heathers.*

5888. Meister, Ralph K., & Kurko, Virginia Kennedy. (*Mooseheart (Ill.) Lab. for Child Res.*) An evaluation of a short administration of the Revised Stanford-Binet Intelligence Examination. *Educ. psychol. Measmt.*, 1951, 11, 489-493.—It is demonstrated that the limen method of determining IQ is essentially equivalent to its determination by use of the full scale. The former takes approximately one third the time of the latter.—*A. J. Sprow.*

5889. Mensh, Ivan N. (*Washington U. Sch. Med., St. Louis, Mo.*) The experimental validation

of the Rorschach test. III. Treatment of data. *Amer. J. Orthopsychiat.*, 1952, 22, 764-770.—Although the history of statistics in psychology has emphasized the treatment of group data, the emphasis has now shifted to techniques designed to treat data from a single individual in an "intra-individual" or "individual-centered" approach. The author reviews much of the literature on the problems posed by this approach to Rorschach data. 24 references.—*R. E. Perl.*

5890. Merrill, Reed M., & Heathers, Louise B. (*U. Washington, Seattle.*) Centile scores for the Wechsler-Bellevue Intelligence Scale on a university counseling center group. *J. consult. Psychol.*, 1952, 16, 406-409.—"Centile scores for W-B Verbal, Performance, and Full Scale IQ's are presented based on 450 male student counseling center clients at a large state university. Local centiles on the 1949 ACE are also presented to increase the usefulness of the W-B centiles. The performance of the counseling center group is compared with that of 280 nonclient male students who volunteered to serve as subjects for a class in mental testing. For practical purposes, the centiles reported will reflect fairly adequately an individual university student's performance on the W-B relative to that of other male students."—*F. Costin.*

5891. Mussen, Paul; Dean, Sanford, & Rosenberg, Margery. (*Ohio State U., Columbus.*) Some further evidence on the validity of the WISC. *J. consult. Psychol.*, 1952, 16, 410-411.—Using a population of 62 children, grades 1-7, intercorrelations were obtained among the following variables: WISC scores, Stanford-Binet scores, standard achievement test scores, and teachers' ratings of intelligence. Results: (1) The WISC and the S-B seemed to measure the same factor or factors; (2) the 3 WISC IQ's and the S-B IQ seemed to be valid predictors of school achievement; (3) all measures of intelligence were highly correlated with teachers' estimates of intelligence.—*F. Costin.*

5892. Nelson, Sherman Eddie. The development of an indirect, objective measure of social status and its relationship to certain psychiatric syndromes. *Dissertation Abstr.*, 1952, 12, 782-783.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 189 pages, \$2.36, University Microfilms, Ann Arbor, Mich., Publ. No. 4346.

5893. Noll, Victor H. (*Michigan State Coll., E. Lansing.*) Simulation by college students of a prescribed pattern on a personality scale. *Educ. psychol. Measmt.*, 1951, 11, 478-488.—It was found that both undergraduate and graduate college students are successful in simulating scores which result in a rating of well-adjusted on the Minnesota Personality Scale and the Cornell Index. No relationship between intelligence or maturity and success in simulation was found. Women were more successful in simulation than men. The less well adjusted were less successful than the better adjusted. The problems are to obtain honest responses, to devise more subtle tests, or to correct for simulation.—*A. J. Sprow.*

5894. Ramos de Bártili, Vidalina, & Ferreira Josetti, Newton. Alterações quantitativas e qualitativas no traçado simultâneo do psicodiagnóstico miocinético (P.M.K.). (Quantitative and qualitative changes in the simultaneous tracing of the Myokinetic Psychodiagnostic (P.M.K.)) *Arch. brasil. Psicotécnica*, 1952, 4, 33-58.—Study is made of quantitative and qualitative differences in performance of 50 subjects on the Myokinetic Psychodiagnostic (P.M.K.) when kinetograms are traced normally, i.e., alternately with each hand, and when traced simultaneously by both hands. Values obtained by the simultaneous tracing are always a bit higher than those derived by normal procedure. Both types of tracing show generally a dominance of the left hand. The most significant changes due to simultaneous tracing occur in the sagittal plane. Only two attitudes remain fairly consistent when simultaneous tracing is introduced: psychomotor tonus and aggressivity; the others, intratension and emotivity, suffer radical changes, particularly in the left hand. French and English summaries.—F. C. Sumner.

5895. Renzaglia, Guy Anthony. Some correlates of the self-structures as measured by an index of adjustments and values. *Dissertation Abstr.*, 1952, 12, 784-785.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 302 pages, \$3.78, University Microfilms, Ann Arbor, Mich., Publ. No. 4349.

5896. Richardson, Helen M. (Rutgers U., New Brunswick, N. J.) The discriminability of the "drive factors" represented in the Szondi pictures. *J. clin. Psychol.*, 1952, 8, 384-390.—To determine whether S's matched Szondi pictures according to diagnostic categories, 10 S's from various sources who ranged in age from 20 to over 50 matched each set of Szondi pictures with the rest of the sets; each set of pictures served in turn as the standard so that all pictures were matched twice. The results obtained did not support Szondi's hypotheses nor was there any relationship between test choices and success of matching. "It appears, however, that degree of looking friendly, sociable, competent, vs. withdrawn, suspicious, or anxious may have been a basis for both the choices and the matchings."—L. B. Heathers.

5897. Robertson, J. P. S. (Netherne Hosp., Coulsdon, Eng.) The time-limit version of the Word-Association Test. *J. clin. Psychol.*, 1952, 8, 405-408.—"A brief account is given of the history, nature and administration of the time-limit version of the word-association test and of the lines along which inferences can be made from it as to personality and psychopathology." Under time-limit conditions with the test, S is instructed to write as many phrases, words, etc. as he can to the stimulus word within the time limit given; original RT is not used.—L. B. Heathers.

5898. Rosen, Albert. Development of some new Minnesota Multiphasic Personality Inventory scales for differentiation of psychiatric syndromes within

an abnormal population. *Dissertation Abstr.*, 1952, 12, 785-786.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 362 pages, \$4.53, University Microfilms, Ann Arbor, Mich., Publ. No. 4350.

5899. Rosen, Ephraim. (U. Minnesota, Minneapolis.) MMPI and Rorschach correlates of the Rorschach white space response. *J. clin. Psychol.*, 1952, 8, 283-288.—The primary purpose of this study was to investigate the relationship between the Rorschach main S score and the MMPI Pd score. The study was based on 109 psychiatric patients in a university hospital to whom both tests had been given and whose test records met certain criteria; 22 of the 109 had been diagnosed as psychopathic deviates. It was found that "S responses were less frequent in patients diagnosed as psychopaths than in other patients; Multiphasic Pd scores did not differ significantly between diagnosed psychopaths and other patients; S responses were not related to Multiphasic Pd scores of diagnosed psychopaths; but use of white space was associated, to a significant degree, with higher Pd scores of patients not diagnosed as psychopathic deviates."—L. B. Heathers.

5900. Rümke, A. C. Resultaten van een statistisch onderzoek van een aantal variabelen in 700 schriftelijke vierplaten test protocollen. (Results of a statistical analysis of some variables in 700 written protocols of the Four Picture Test (Van Lennep). *Ned. Tijdschr. Psychol.*, 1952, 7, 337-364.—The following have been investigated: mean and standard deviation of time used for writing down the story, length in words of the protocols and speed of performance; the use of the pictures, the stories; whether the principal figure of the story is male or female, a "he(she)" or an "I", whether the name has been given to him/her) and whether the course of the story for the principal figure is positive, negative, or neutral. The final tables contain a survey of the statistically significant differences which appear between the stories of different age-groups and those of male and female subjects.—(Rewritten from *Ned. Tijdschr. Psychol.*)

5901. Schade, Maja; Hruza, Thelma; Washburne, Annette, & Carns, Marie. (U. Wisconsin, Madison.) Relaxation as an adjunct to psychotherapy. *J. clin. Psychol.*, 1952, 8, 338-346.—To determine the value of training in relaxation as an adjunct to psychotherapy, 82 students seen at a university psychiatric service were given such training by the PE department. No direct use of relaxation techniques was made during psychiatric conferences. No control group was used. Data are given on the students' diagnoses and initial complaints, on their judged improvement in therapy, on their proficiency in learning to relax, on their spontaneous evaluations to PE instructors of the relaxation technique. It was felt that training in relaxation was of benefit to students genuinely motivated and ready to assume responsibility for improving their condition; this was true to a certain degree regardless of the nature of the diagnosis.—L. B. Heathers.

5902. Shannon, Walter, & Rossi, Philip D. (St. Lawrence U., Canton, N. Y.) Suggestions for efficient presentation of the Wechsler-Bellevue Object-Assembly sub-test. *J. clin. Psychol.*, 1952, 8, 413-415.—The authors describe the construction of a form board which makes it possible to present all pieces of the Object-Assembly sub-test simultaneously.—*L. B. Heathers.*

5903. Siipola, Elsa, & Taylor, Vivian. (Smith Coll., Northampton, Mass.) Reactions to ink blots under free and pressure conditions. *J. Pers.*, 1952, 21, 22-47.—The experiment was designed so as to permit comparison of responses to the same ink blots under free and under pressure conditions. Results indicate that free conditions induce longer delays and more selective effects on the content of conceptual responses. Under pressure, reactions regarded as symptomatic increase; normal subjects react like disturbed patients under free conditions. Pressure conditions bring to the surface certain vulnerable areas of normal personality. Forced to give immediate reactions which are not ego-approved, the individual reveals his personality at its worst. 17 references.—*M. O. Wilson.*

5904. Singer, Jerome L. (Franklin D. Roosevelt VA Hosp., Montrose, N. J.), Meltzoff, Julian, & Goldman, George D. Rorschach movement responses following motor inhibition and hyperactivity. *J. consult. Psychol.*, 1952, 16, 359-364.—It was hypothesized that, following Motor Inhibition, Ss would show an increase in *M* responses to Rorschach blots compared with a control administration. Similarly, it was predicted that Ss would show a corresponding decrease in *M* following Hyperactivity. The first hypothesis was supported; the second was not.—*F. Costin.*

5905. Spiegelberg, Frederick. Le protocole du Rorschach du Swami Sivananda Saraswati Maharaj. (The Rorschach protocol of the Swami Sivananda Saraswati Maharaj.) *Psyché*, 1952, 7, 598-602.—Verbatim text of the subject's responses to the Rorschach followed by an analysis of these responses by Dr. Spiegelberg.—*G. Besnard.*

5906. Stanley, Julian C., & Waldrop, Robert S. (George Peabody Coll. for Teachers, Nashville, Tenn.) Intercorrelations of Study of Values and Kuder Preference Record scores. *Educ. psychol. Measmt.*, 1952, 12, 707-719.—Moderate positive *r*'s were obtained between the Kuder and the Study of Values for those categories that would seem logically to be related. Low or negative *r*'s were found for the others. The two instruments can not be regarded as substitutes for one another; both of them may be used to an advantage with the same subjects. The data also suggest that "the social-environmental milieu in which the student moves may have significance for the scores and their interpretation." Male and female subjects from two different college campuses were used in this study. 16 references.—*W. Coleman.*

5907. Stephenson, William. (U. Chicago, Ill.) Q-methodology and the projective techniques. *J. clin. Psychol.*, 1952, 8, 219-229.—The application of Q-methodology to clinical research with projective materials is discussed. 29 references.—*L. B. Heathers.*

5908. Sullivan, Patrick L., & Welsh, George S. (VA Hosp., Oakland, Calif.) A technique for objective configurational analysis of MMPI profiles. *J. consult. Psychol.*, 1952, 16, 383-388.—"A technique for objective analysis of psychological test profiles based on rank comparisons of the coded scales within individual records has been presented. Using the MMPI . . . with a group of patients known to have gastric ulcer, it has been demonstrated that the technique can be used to derive 'signs' which differentiate them from nonpsychosomatic mental hygiene patients. These 'signs' were also shown to differentiate a validating population of ulcer patients from randomly selected psychiatric patients. The application to other tests which can be coded has been outlined."—*F. Costin.*

5909. Sutton, Mary Lyon. Profile patterning and descriptive correlates of patients having low scores on scale 9 of the MMPI. *Dissertation Abstr.*, 1952, 12, 786.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 181 pages, \$2.26, University Microfilms, Ann Arbor, Mich., Publ. No. 4353.

5910. Szondi, L. *Experimental diagnostics of drives*. New York: Grune & Stratton, 1952. x, 220 p., \$13.50.—The present edition is the English language translation by Gertrude Aull of Szondi's German volume (see 23: 1048). Originally published in 1946, the text presents Szondi's theory of the genetic origin of drives and his techniques for the clinical application of the Szondi test. The 27 psychodiagnostic tables are reproduced, untranslated, in the appendix.—*H. P. David.*

5911. Tamminen, A. W. (U. Minnesota, Minneapolis.) A comparison of the Army General Classification Test and the Wechsler Bellevue Intelligence Scales. *Educ. psychol. Measmt.*, 1951, 11, 646-655.—The possible usefulness of the AGCT was explored by administering it and the Wechsler-Bellevue to 100 non-disabled veterans. The AGCT is a good group measure of the functions measured by the W-B. The AGCT measures functions of intelligence more closely related to the W-B "verbal" than "performance" test. Part-scoring the AGCT is not worth while. Arithmetic reasoning provides the best single measure of total intelligence.—*A. J. Sprow.*

5912. Tschechtelin, M. Amatora. Reliability of a personality scale. *Educ. psychol. Measmt.*, 1952, 12, 132-136.—The reliability of a modified Kelly 36-trait Personality Rating Scale administered to 400 teachers is reported. Reliabilities on a parallel 22-trait scale for children are also reported. The use of the instruments for research involving parent and child and/or teacher and pupils is discussed. 16 references.—*A. J. Sprow.*

5913. Williams, Meyer. (VA Hosp., Downey, Ill.) The experimental validation of the Rorschach

**test. I. Experimental correlations.** *Amer. J. Orthopsychiat.*, 1952, 22, 749-754.—Recent experimental approaches to validation of Rorschach responses have taken three directions: Rorschach response comparison with independent behavioral criteria, correlation of changes in Rorschach response with variation of conditions during administration, and relation of Rorschach response to intervening or prior experimentally controlled experiences. On the whole, findings have been positive. However, the problem of correlation with real life situations and behavior remains a stumbling block. And the rigidity of our current scoring frame of reference may hide much of predictive value.—R. E. Perl.

**5914. Williams, Nancy.** (Peoria (Ill.) State Hosp.) A study of the validity of the verbal reasoning subtest and the abstract reasoning subtest of the Differential Aptitude Tests. *Educ. psychol. Measmt.*, 1952, 12, 129-131.—Validity of 2 subtests of the Differential Aptitude Tests is reported, using the Revised Stanford-Binet and grades in different courses as criteria.—A. J. Sprow.

**5915. Zulliger, Hans.** Über die Verwendbarkeit des Z-Tests. (Regarding the usefulness of the Z-Test.) *Psychol. Rdsch.*, 1952, 3, 249-264.—The Z-test was developed for the psychological services of the Swiss Army in order to produce the essential findings of the Rorschach and Behn-Eschenburg in short group testing sessions. 6 cases from the author's child-psychological and clinical practice are presented in detail, i.e. short history, presenting problem, Z-test protocol, summary, evaluation, and advice given. A short rationale is given for each conclusion drawn from the Z-test performance.—A. P. Katzenstein.

(See also abstracts 6027, 6060, 6088)

#### TREATMENT METHODS

**5916. Beier, Ernst.** (Syracuse U., N. Y.) Client-centered therapy and the involuntary client. *J. consult. Psychol.*, 1952, 16, 332-337.—This is a discussion of certain "client-centered" methods which can be used to assist the "involuntary client" (one "who does not make the decision for therapeutic help himself") to make use of the therapeutic hour. Case "incidents" are reported to illustrate each of the methods suggested.—F. Costin.

**5917. Berliner, Harry M., & Schartenberg, Fred L.** Further observations with nonconvulsive electrostimulation. *Amer. J. Psychiat.*, 1952, 109, 433-438.—Results of a number of cases in which electrostimulation was used. Four classes of patients derived benefit: (1) paranoid schizophrenics, (2) anxiety states and psychosomatic conditions, (3) epileptics, and (4) barbituate coma, asphyxia and respiratory arrest. The effect of nonconvulsive electrostimulation on the organism is interpreted.—F. W. Snyder.

**5918. Black, John D.** (Stanford U., Calif.) Common factors of the patient-therapist relationship in diverse psychotherapies. *J. clin. Psychol.*, 1952,

8, 302-306.—The author notes the qualities common to a good patient-therapist relationship regardless of the "technique" of the therapist; he suggests it is the establishment of a certain type of interpersonal relationship, rather than the techniques, which accounts for the success or failure of therapy. 21 references.—L. B. Heathers.

**5919. Bruder, Ernest E.** (St. Elizabeth's Hosp., Washington, D. C.) Psychotherapy and some of its theological implications. *J. Pastoral Care*, 1952, 6 (Summer), 28.—The curative factor in therapy is relationship. Theologically, sin is separation from God, our neighbor and ourselves. Psychologically, mental illness is also separation, and therapy is an integrative relationship in which one may confront himself and learn "to accept that we are accepted."—P. E. Johnson.

**5920. Davis, John Eisele.** (VA, Washington, D. C.) The adolescence of corrective therapy. *Ment. Hyg., N. Y.*, 1952, 36, 548-559.—The history and development of the field of corrective therapy which utilizes "the dynamic modalities of exercise, activity, and interpersonal relationships" are discussed.—M. A. Seidenfeld.

**5921. Eysenck, H. J.** (Maudsley Hosp., U. London, Eng.) The effects of psychotherapy: an evaluation. *J. consult. Psychol.*, 1952, 16, 319-324.—"A survey was made of reports on the improvement of neurotic patients after psychotherapy, and the results compared with the best available estimates of recovery without benefit of such therapy. The figures fail to support the hypothesis that psychotherapy facilitates recovery from neurotic disorder. In view of the many difficulties attending such actuarial comparisons, no further conclusions could be derived from the data whose shortcomings highlight the necessity of properly planned and executed experimental studies into this important field." 40 references.—F. Costin.

**5922. Feldman, Marvin J.** (U. Buffalo, N. Y.) The use of the MMPI profile for prognosis and evaluation of shock therapy. *J. consult. Psychol.*, 1952, 16, 376-382.—184 patients who had been given shock treatment were clinically rated into 3 prognostic groups: recovered, improved, and unimproved. The pretreatment MMPI records of these patients were examined to see if there was any relationship between membership in a prognostic group and interpretation of the profile. The profiles of the 3 groups were found to differ significantly on some of the scales. Post-treatment MMPI profiles were also examined, and found to reflect "response to therapy quite accurately."—F. Costin.

**5923. Gardner, George E.** (Judge Baker Guidance Center, Boston, Mass.) The therapeutic process. II. The therapeutic process from the point of view of psychoanalytic theory. *Amer. J. Orthopsychiat.*, 1952, 22, 669-678.—A biological orientation is outlined on which to base assumptions and principles of psychotherapy. It is assumed that organic and behavioral processes are conflict processes which are energy driven and can be subsumed under the cate-

gories of the sexual and the aggressive instincts. The four phases of the therapeutic process are the establishment of the positive relationship, the exposure by the patient of unconscious motivations, the confrontation of the patient with his patterns of behavior and interpretation of these, and, lastly, the trial and error experimentation on the part of the patient in reference to his behavior.—R. E. Perl.

5924. Good, Jeanne Ermel, & Robinson, Francis P. (Ohio State U., Columbus.) *Feeling as a criterion of success in different types of counseling interviews.* *Educ. psychol. Measmt.*, 1951, 11, 639-645.—94 discussion units, in which 45 interviews, 19 counselors, and 3 problem areas were represented, were analyzed to determine the occurrence of feeling and its correlation with a criterion of success. Emotional adjustment units differ significantly from lack of skill and non-emotional adjustment units. Within a discussion unit, feeling was not found to be related to the criterion in a consistent manner.—A. J. Sprow.

5925. Grossman, David. *An experimental investigation of a psychotherapeutic technique.* *J. consult. Psychol.*, 1952, 16, 325-331.—Two matched groups of 10 male subjects each were manipulated experimentally as follows: In one group the therapist recognized only "explicit feelings" (the "surface" group); in the other, the therapist recognized only "implicit feelings" (the "deep" group). The evidence indicated that greater emotional insight was achieved by the "deep" group. The author also presents this study in support of the "contention that psychotherapy can be studied objectively and experimentally."—F. Costin.

5926. Houston, F. (De La Pole Hosp., Ellerby, Hull, Eng.) *A preliminary investigation into abreaction comparing methedrine and sodium amyral with other methods.* *J. ment. Sci.*, 1952, 98, 707-710.—Conditioned reflex theory is utilized to explain differences in effectiveness of various techniques.—W. L. Wilkins.

5927. Hulse, Wilfred C. (State U. N. Y. Coll. Med., New York). *The role of group therapy in preventive psychiatry.* *Ment. Hyg., N. Y.*, 1952, 36, 531-547.—The values to be found in group psychotherapy are discussed. While some forms of group therapy are historically of the didactic-inspirational type, analytic influences have emphasized the importance of the establishment of the "kind father-figure in a permissive environment." The larger implications from the group therapy approach to society as a whole are suggested and are offered as "the goal of all psycho-hygienic endeavor."—M. A. Seidenfeld.

5928. Hyde, Robert W., & Leslie, Robert C. (Boston Mass.) *Psychopathic Hospital.* *Introduction to group therapy for graduate theological students.* *J. Pastoral Care*, 1952, 6(Summer), 19-27.—For the past 5 years a course in group therapy for ministers has been conducted by Boston University at the above hospital, as a way of learning to under-

stand people, including oneself. As the student detects blocks in his ability to understand people in the hospital he comes to see "the beams within his own eye," and through participation in interpersonal relations with patients, staff personnel and fellow-students learns to relate and communicate more openly and empathically with other persons.—P. E. Johnson.

5929. Inwood, Eugene R. (Walter Reed Army Hosp., Washington, D. C.) *Therapeutic interviewing of hostile relatives.* *Amer. J. Psychiat.*, 1952, 109, 455-458.—A study of 2-years duration of the various factors observed in the hostile reactions of 100 visiting relatives who did not respond to ordinary methods of reassurance. As an illustration of hostile reactions toward the hospital, 4 cases are reviewed. Mechanisms of displacement and projection are stressed.—F. W. Snyder.

5930. Jung, C. G. *Psychothérapie pratique.* (Practical psychotherapy.) *Encéphale*, 1952, 41, 407-430.—This is a section of the author's recent book on psychotherapy.—M. L. Simmel.

5931. Kimball, Lenore. *Psychiatric nursing; syllabus and workbook for student nurses.* St. Louis: C. V. Mosby Co., 1952, 256 p.—This workbook is designed to assist the student nurse in beginning psychiatric studies. Orientation to nursing approach is given at the beginning of each of the 18 chapters. Work sheets follow, outlined to assist the student in the acquisition of aptitudes and skills in this area of nursing.—S. M. Amatora.

5932. Kirillov, S. A., & Korochkina, N. M. *O sostoiānii pecheni u psikhicheski bol'nykh, lecheniyu elektroshokom.* (On the state of the liver in the mentally ill, treated by electroshock.) *Zh. Nevropat. Psichiat.*, 1952, 52(3), 21-27.—At the given stage of the reported research, one cannot yet affirm that the "modified function of the liver does play some role or other in the mechanism of curative action of electroshock."—I. D. London.

5933. Krout, Johanna (Chicago Psychol. Inst., Ill.), Krout, Maurice H., & Dulin, Theodore J. *Rorschach test-retest as a gauge of progress in psychotherapy.* *J. clin. Psychol.*, 1952, 8, 380-384.—Rorschach's were given twice to 19 S's under analytic therapy, 14 under non-analytic therapy, and 9 diagnosed as needing but not under therapy. It was found that "personality changes were more extensive, and probably more profound, in the analytic than in our supportive therapy groups, though these changes could be explained in terms of intensity of treatment and the time variable (session-hours) involved. The therapeutic control, or non-analytic, group showed less thorough modification of subjects' personality dynamics, and did not show any changes which were not also significantly present in the analytically treated group. For the untreated controls, changes were obtained in two areas, only one of which was also present in a therapeutic group."—L. B. Heathers.

5934. Lebovici, S. *Introduction à la discussion sur les indications de la psychanalyse.* (Introduction

tion to a discussion of indications for psychoanalysis.) *Rev. franç. Psychanal.*, 1952, 16, 325-338.—What becomes of the patient deprived of his symptoms? Types of disturbance are surveyed for evidence counter-indicating analysis. Fundamental is the definition of ego-strength and this is estimated in several nosologies. Since the structure of the ego can only be penetrated in analysis, a thorough and detailed biographical study of the patient must be made before analysis is undertaken.—G. Rubin-Rabson.

5935. Leslie, Robert C. (Boston U., Mass.) *Pastoral group psychotherapy*. *J. Pastoral Care*, 1952, 6(Spring), 56-61.—The Christian church has had group activity from its beginning, and this may become more effective in meeting individual needs as groups are utilized for emotional release, modification of attitudes, and personal growth as laboratories of social living. To do this the group must have a democratic, permissive atmosphere, yet be goal-directed toward well understood and accepted purposes.—P. E. Johnson.

5936. Lesser, Stanley R. *A nursery school for atypical children in a general psychiatric hospital*. *Nerv. Child*, 1952, 10, 163-166.—This paper describes the aim, organization, and function of a nursery school for atypical children, located in a large public psychiatric hospital. The organization includes a multi-disciplinary, coordinated therapeutic approach.—G. S. Speer.

5937. Lipshutz, Daniel M. *Psychoanalytical group therapy*. *Amer. J. Orthopsychiat.*, 1952, 22, 718-737.—Group therapy was used as an auxiliary aid to the treatment of the individual with psychoanalytical psychotherapy. The experimental use of the group was used to simulate the active representation of the family unit to the individual patient. Eight patients who were considered suitable for this auxiliary group work were asked to volunteer. It was most successful in that long periods of resistance were broken, positive transferences with the analyst were strengthened, more associative material was produced in patients who had been considered treatment risks.—R. E. Perl.

5938. Moscovici, Serge. *Premiers résultats d'une enquête concernant la psychanalyse*. (Preliminary results of an inquiry on psychoanalysis.) *Rev. franç. Psychanal.*, 1952, 16, 386-415.—About 1000 students at the University of Paris were surveyed for their knowledge, opinions and attitudes to psychoanalysis and analysts. To analysis are attributed many negative effects; it is none the less deemed necessary. Students desiring analysis for personal reasons usually live alone. The major source of confusion is the antagonism that exists between the feeling that analysis can have an influence on life and the impossibility of seeing how this influence is exercised. To the question: can analysis modify personality, 59% answered yes, including for the better and for the worse.—G. Rubin-Rabson.

5939. Moustakas, Clark, & Makowsky, Greta. (Merrill-Palmer School, Detroit, Mich.) *Client-*

*centered therapy with parents*. *J. consult. Psychol.*, 1952, 16, 338-342.—Cases are presented which illustrate how client-centered counselors can work with parents. Problems involved in such a procedure and "tentative suggestions . . . as to ways of handling these difficulties" are discussed.—F. Costin.

5940. Mowrer, O. H. (U. Illinois, Urbana.) *The therapeutic process. III. Learning theory and the neurotic fallacy*. *Amer. J. Orthopsychiat.*, 1952, 22, 679-689.—Case material is presented to illustrate the author's view that neurosis is not a learning excess but a learning deficit. "Because of resistances which the infantile ego sets up against the socializing forces and because of the opposition which it later exerts against the internalized agent of these forces, namely, the superego, the ego remains immature, asocial, id-dominated."—R. E. Perl.

5941. Muller, Armand. *Le psychodrame selon Moreno*. (Psychodrama according to Moreno.) *Rev. franç. Psychanal.*, 1952, 16, 416-429.—Psychodrama secures results by liquidation of affective conflicts through transference and abreaction and is a variant of group therapy. As such it deserves the attention of analysts. On the other hand, Moreno's psychological theory is an intellectual curiosity. Analysis remains the only technique that allows the patient to penetrate deeply into an understanding of the mechanisms underlying his behavior.—G. Rubin-Rabson.

5942. Pepinsky, Harold B., Clyde, Robin J., Olesen, Barbara A., & Van Atta, Ellis L. *The criterion in counseling: I. Individual personality and behavior in a social group*. *Educ. psychol. Measmt.*, 1952, 12, 178-191.—As behavior in a social group may be regarded as a relevant criterion of client adjustment, this study is concerned with the relationship of Group Rorschach scores, Sociometric test data, and the amount of verbal participation in the group. The intercorrelations were not significant but "evidence of multivariate association involving specific part-scores among the three sets of measures" was found. 37 references.—W. Coleman.

5943. Peterson, Donald Robert. *Predicting hospitalization of psychiatric outpatients*. *Dissertation Abstr.*, 1952, 12, 783-784.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 142 pages, \$1.78, University Microfilms, Ann Arbor, Mich., Publ. No. 4348.

5944. Porter, E. H., Jr. (U. Chicago, Ill.) *On the nature of psychotherapeutic interpretation*. *J. consult. Psychol.*, 1952, 16, 343-346.—The psychotherapist interprets the client's productions in two ways: (1) "interpretation qua construction" (construing the production as having a certain kind of meaning or significance) and (2) "interpretation qua expression" (expressing to the client the construction that he thinks will best help the client). Five classes of "interpretation qua construction" are discussed, and their relation to "interpretation qua expression" considered. Implications of this way of looking at interpretation are pointed out, with special reference to client-centered therapy.—F. Costin.

5945. Proff, Frederick Charles. **A validity study of the Distress-Relief Quotient as a measure of movement within the topical discussion unit.** *Dissertation Abstr.*, 1952, 12, 853.—Abstract of Ed.D. thesis, 1952, U. Missouri. Microfilm of complete manuscript, 122 pages, \$1.53, University Microfilms, Ann Arbor, Mich., Publ. No. 4281.

5946. Reik, Theodor. **On wings of song.** *Psychoanalysis*, 1952, 1(2), 3-11.—A description is provided showing how a musical idea, occurring in the middle of an analytic session, offered the author a chance to glance at the patient's real face beneath the mask she wore. The patient's obsessional idea, If I don't go to India, I'll never have a baby, by means of the analyst's remembrance of Mendelssohn's *Auf Fluegeln des Gesanges*, is seen to mean that as a little girl, the patient must have thought that babies come from India and that this idea had become encapsulated in her obsessive thought. The case is seen as one of understanding between the unconscious of two persons, comparable to a silent communication.—L. E. Abt.

5947. Rogers, Carl R. (*U. Chicago, Ill.*) **"Client-centered" psychotherapy.** *Sci. Amer.*, 1952, 187(5), 66-74.—The author summarizes research on psychotherapy based on the hypothesis that the individual has capacity to understand the factors basic to his unhappiness and "to reorganize himself in such a way as to overcome" them, and this capacity may be made effective in a "warm, accepting and understanding" relationship with the therapist.—C. M. Louitt.

5948. Rogers, Carl R. (*U. Chicago, Ill.*) **Dealing with interpersonal conflict. (Part II).** *Pastoral Psychol.*, 1952, 3(Dec.), 37-44.—The difficult problems of human relationships are never solved as they stand. But when they are redefined in a conscious awareness of the attitudes and realities of the situation, they are perceived in a new perspective in which they can be solved. A client-centered therapeutic approach offers the possibility of reaching a solution in social conflict, not by the remote effort to change individuals from without, but through "the release of integrative and constructive forces" within individuals and groups. Excerpts from interviews indicate how this works out in practice.—P. E. Johnson.

5949. Rogers, Carl R. (*U. Chicago, Ill.*) **A personal formulation of client-centered therapy.** *Marriage Fam. Liv.*, 1952, 14, 341-361.—"A stenotyped record of Dr. Rogers' paper given before the American Association of Marriage Counselors at their annual meeting, May 23, 1952, at New York City, together with the discussion which followed."—M. M. Gillet.

5950. Rosenbaum, Max. **The challenge of group psychoanalysis.** *Psychoanalysis*, 1952, 1(2), 42-58.—Psychoanalysis works best within the group setting when it is recognized that the group, in many ways, simulates the original family structure. The open group, in which individuals do not begin and complete therapy at the same time, is favored. Before

admission to the group, all persons are prepared for it through individual analysis and are thoroughly briefed with respect to the dynamics of group analysis. The basic emphasis in group analysis is upon the analysis of the transference and counter-transference relationships.—L. E. Abt.

5951. Ruesch, Jurgen. (*U. California Sch. Med., San Francisco.*) **The therapeutic process. IV. The therapeutic process from the point of view of communication theory.** *Amer. J. Orthopsychiat.*, 1952, 22, 690-700.—The elements which compose a communication system are a source of a message, usually a human mind; a transmitter, usually a human voice and gestures; a channel, usually space or a telephone line; a receiver, the sense organs; a destination, another human mind in which the message is interpreted and evaluated. The therapeutic process is viewed as an interpersonal exchange of messages which exerts a corrective influence upon all participants. A patient improves when he is able to communicate freely and when his body of information corresponds to events which actually took place.—R. E. Perl.

5952. Scheidlinger, Saul. (*Community Service Society, New York.*) **Freudian group psychology and group psychotherapy.** *Amer. J. Orthopsychiat.*, 1952, 22, 710-717.—The purpose of this paper is to discuss some theoretical considerations of the contributions of psychoanalytic group psychology to the understanding of therapy groups. Research projects in group therapy are suggested. 28-item bibliography.—R. E. Perl.

5953. Snezhevskil, A. V., et al. **Ot redaktsii.** (From the editors.) *Zh. Nevropat. Psichiat.*, 1952, 52(3), 15.—As a result of intolerable practices associated with electroshock therapy, it has become necessary to consider the positive and negative aspects of this form of therapy in the USSR. This question has been under wide consideration for the last 2 to 3 years.—I. D. London.

5954. Van Dusen, Wilson. (*Ottawa U., Ontario, Can.*) **New developments in psychoanalysis.** *Rev. Univ. Ottawa*, 1952, Oct.-Dec., 405-421.—Present-day analysis is culturally oriented and may be criticized for overlooking the importance of innate temperament. The new view looks at personality as a "field integrate" rather than as a collection of rigid, defined, isolated psychic realities. Modern approaches stress ego structure and its ways of relating to physical and social reality. Present-day analysis uses participant observational techniques, deemphasizes authoritarian attitudes, shows more genuine respect for the patient, is briefer and yet more effective, is less materialistic and mechanistic than the older analysis. But the current views still maintain undesirable attitudes toward religion and the problem of personal values.—L. E. Abt.

5955. Weigert, Edith. **Contribution to the problem of terminating psychoanalyses.** *Psychoanal. Quart.*, 1952, 21, 465-480.—"The resolution of the countertransference is presented as a means of determining the approaching termination of psychoanaly-

sis. . . . When the phenomena of transference and countertransference recede, analyst and analysand can be more direct and frank with each other, the psychoanalytic situation is largely cleared of anxieties and defenses against them, and the road is opened for the synthetic functioning of the patient's ego."—L. N. Solomon.

5956. Zurabashvili, A. D. **K teorecheskim osnovam elektroshoka.** (On the theoretical bases of electroshock.) *Zh. Nevropat. Psichiat.*, 1952, 52(3), 15-16.—After leucotomy, electroshock therapy is the "grossest therapeutic measure." Its effectiveness may be analyzed "from the positions of Pavlov's theory of inhibition and Vvedenskii's theory of parabiosis." Electroshock may be retained as "one of the methods of active therapy," provided that its application be perfected in order to "avoid irreversible paraneurotic changes . . . of the brain substance."—I. D. London.

(See also abstracts 5576, 5577, 5775, 6048)

#### CHILD GUIDANCE

(See abstract 6023)

#### VOCATIONAL GUIDANCE

5957. Dressel, Paul L., & Matteson, Ross W. (*Michigan State Coll., E. Lansing.*) The relationship between experience and interest as measured by the Kuder Preference Record. *Educ. psychol. Measmt.*, 1952, 12, 109-116.—The practicability of using the Kuder Preference Record in an investigation of the relationship between experience and interest was explored. However, the authors found that it will be necessary to develop an experience record form based on categories or areas similar to the Kuder but made up of items actually within the experience of students in order to relate interest and experience.—A. J. Sprow.

5958. Hale, Peter P. (*V.A., Pittsburgh, Pa.*) Defining vocational counseling and vocational guidance. *Personnel Guid. J.*, 1952, 31, 171-172.—It is suggested that vocational counseling is a scientific process primarily concerned with helping an individual choose, plan for, prepare for, enter upon, and progress in a career; vocational guidance is the science dealing with human behavior, especially as it relates to vocational choice.—G. S. Speer.

5959. Jepsen, Victor L. (*Fresno State Coll., Calif.*) Scholastic proficiency and vocational success. *Educ. psychol. Measmt.*, 1951, 11, 616-628.—Relationships between academic grades and vocational success, between vocational success within certain occupational areas and grades of graduates majoring in these areas, between extra-curricular activities and vocational success, between grades and earning power were determined for 60% of the 797 male graduates of Fresno State College 1929-1941. Implications of the findings are discussed. 19 references.—A. J. Sprow.

5960. MacPhail, Andrew H. (*Brown U., Providence, R. I.*), & Thompson, George R. Interest

patterns for certain occupational groups: Occupational Interest Inventory (Lee-Thorpe). *Educ. psychol. Measmt.*, 1952, 12, 79-89.—Reports results obtained from 4083 male veterans on the Occupational Interest Inventory: Advanced Series, Form A (Lee-Thorpe). 5 composite occupational group patterns are presented.—A. J. Sprow.

5961. Miranda, Zeny. Um caso de reorientação profissional. (A case of vocational reorientation.) *Arch. bras. Psicotécnica*, 1952, 4, 59-67.—A case is given illustrating the procedure in vocational reorientation. It is a case of reexamining a disabled worker with a view to ascertaining whether he may be fitted for some other kind of work so that he may be spared the humiliation of being pensioned. The examination revealed what types of occupation he was decidedly unfitted for and that his organic disability definitely unfits him for any employment until the subject achieves at least a normal state of health. French and English summaries.—F. C. Sumner.

5962. Novis, Frederick W. Job readiness objectives in rehabilitation. *Personnel Guid. J.*, 1952, 31, 83-86.—A list of 150 objectives of job readiness, in the 3 basic areas of health, psychology, and occupations, was rated by 83 expert judges. The top quarter objectives in each area are presented, and it is felt that these objectives are highly essential in achieving job readiness.—G. S. Speer.

5963. Ruja, Harry. (*San Diego (Calif.) State Coll.*) Vocational vs. emotional? *Personnel Guid. J.*, 1952, 31, 99-100.—For counselors to recognize that vocational counseling has emotional overtones, and to adjust to it, does not prevent the counselor from acquiring information essential to rational choice.—G. S. Speer.

5964. Schneck, Jerome M. (*26 W. 9th St., New York.*) An hypnotic technique for the exploration of vocational interests. *J. gen. Psychol.*, 1952, 46, 225-232.—In using hypnotic visual imagery material for exploration of vocational interests the point is stressed that experience with vocational tests and counseling procedures would be inadequate without a good understanding of personality development and a knowledge of psychodynamics.—M. J. Stanford.

5965. Steinberg, Arthur. (*VA, Boston, Mass.*) The relation of vocational preference to emotional adjustment. *Educ. psychol. Measmt.*, 1952, 12, 96-104.—In a comparison of psychoneurotic and non-psychoneurotic male veterans of World War II drawing compensation for a service-connected disability, it was found that the Kuder Preference Record may be used to alert a vocational counselor to problems of general personality adjustment and that low interest in the mechanical and scientific areas of the Kuder profile and relatively high interest in the literary and musical areas without other evidence to support the validity of these interests may indicate maladjustment.—A. J. Sprow.

5966. Ward, Carlos. Evaluating counseling in the vocational rehabilitation program, administered by

the Veterans Administration. *Educ. psychol. Measmt.*, 1951, 11, 409-418.—Describes studies made to evaluate the VA counseling program for disabled veterans. Evidence is presented to show that counseling has been helpful to the majority of those who responded to the follow-up studies. A plea is made for further investigation of the data available in the counseling records.—A. J. Sprow.

(See also abstracts 5512, 5567, 5857)

### BEHAVIOR DEVIATIONS

5967. Cobb, Stanley. (*Harvard U., Cambridge, Mass.*) *Foundations of neuropsychiatry*. (Rev. ed.) Baltimore: Williams & Wilkins, 1952. ix, 287 p. \$3.00.—In this revision of the 1948 edition the author has added in Ch. 1 material on general neurophysiology and has included new subject matter relative to the autonomic nervous system and to the topic of functional localization in the brain-cortex. All the chapters have received considerable revision.—L. A. Pennington.

5968. Davidson, Henry A. *Forensic psychiatry*. New York: Ronald Press, 1952. viii, 398 p. \$8.00.—This psychiatric-legal guide for physicians who might be called upon for a court testimony is aimed also at lawyers, social workers, and probation officers. Part I advises the physician in detail what legal problems he may professionally become involved in: establishing criminal responsibility, personal injury cases, marriage and divorce, custody of children, appraisal of sex offenses, alcoholism, commitment procedures, civil rights of the mentally ill, malpractice, etc. Part II discusses technical aspects of testimony such as qualifications of a professional witness, preparation for testimony, examination and cross-examination, and courtroom etiquette. Appendices include Legal Lexicon for Doctors, Psychiatric Glossary for Lawyers, Examination Guides and a Model Act for Certification of the Mentally Ill.—C. T. Bever.

5969. Fedorov, V. K. *Znachenie dlia psichiatrii i psikhologii uchenija I. P. Pavlova o tipakh vysshei nervnoi deiatel'nosti*. (The significance for psychiatry and psychology of I. P. Pavlov's theory on types of higher nervous activity.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 13-19.—An understanding of the genesis and course of the various psychoses is impossible without taking into account the Pavlovian types of higher nervous activity. A physiologically based psychology of temperament is likewise impossible without their utilization.—J. D. London.

5970. Fletcher, Joseph F. (*Episcopal Theol. Sch., Cambridge, Mass.*) *Psychiatry and religion: conflict or synthesis*. *J. Pastoral Care*, 6 (Summer), 1952, 12-18.—There is no inherent conflict between psychiatry and religion; nor is there ground for a synthesis. But each may learn from the other. Psychiatry has strengthened religion's fundamentally spiritual view of human nature, as psychogenic illnesses discredit any materialistic explanation of man. Psychiatry warns religion not to foster infantilisms; and religion

warns psychiatry not to undermine ideals of character and social justice by merely prudential goals of adjustment and private happiness.—P. E. Johnson.

5971. Hall, Bernard H. (*Menninger Foundation, Topeka, Kans.*) Gangemi, Mary; Norris, V. L.; Vail, Vivienne H., & Sawatsky, Gordon. *Psychiatric aide education*. New York: Grune & Stratton, 1952. xvi, 168 p. \$5.75.—The development and experience gained during the 3 year experimental operation of the Rockefeller-supported, Menninger Foundation—Topeka State Hospital Psychiatric Aide Education Project are reported in detail. "Utilizing both didactic instruction and closely supervised clinical experience, the School offered an intensive twelve-month training period in the scientific and humanitarian nursing care of mentally ill patients." Application forms, course outlines, sample evaluations, and results of psychological tests are included in the appendix. 54 references.—H. P. David.

5972. Halpern, L. *Impairment of orientation to pictures in cerebral diseases and in chronic schizophrenias*. *Msch. Psychiat. Neurol.*, 1951, 121, 219-229.—Patients suffering from frontal or diffuse brain lesions fail occasionally in the interpretation of pictures. They adhere to details and are unable to comprehend the whole sense of the picture. This impairment occurs not only in organic lesions of the brain, but also in processes of schizophrenic decline. In both instances, the impairment indicates a primary psychic change.—(Courtesy of *Biol. Abstr.*)

5973. Hare, E. H. (*Barrow Hosp., Bristol, Eng.*) *The ecology of mental disease*. A dissertation on the influence of environmental factors in the distribution, development and variation of mental disease. *J. ment. Sci.*, 1952, 98, 579-594.—Mental disease is related to many social factors, and this relationship involves breakdown of social communication. Morale is crucial in psychiatric treatment, as the worth the individual derives from a social group is critical in Western civilization. Extensive references.—W. L. Wilkins.

5974. Hill, Lewis B. *Infantile personalities*. *Amer. J. Psychiat.*, 1952, 109, 429-432.—A description of infantile personality in terms of lack of progression. Cases are used to illustrate the classification.—F. W. Snyder.

5975. Hunt, William A. (*Northwestern U., Evanston, Ill.*) Wittson, Cecil L., & Hunt, Edna B. *The relationship between definiteness of psychiatric diagnosis and severity of disability*. *J. clin. Psychol.*, 1952, 8, 314-315.—Diagnosis may be viewed as an "example of the broader phenomenon of human judgment." The attachment to a patient of a diagnostic label vs. the attachment of no diagnostic label should indicate a better basis for judgments because of a greater severity of condition; hence labelled cases should have a greater rate of subsequent discharge from service for NP causes than non-labelled cases. This hypothesis was supported by a review of cases seen on psychiatric wards but returned to duty; the cases reviewed covered a 3 year period in a Navy psychiatric unit.—L. B. Heathers.

5976. Miller, Samuel H. Exploring the boundary between religion and psychiatry. *J. Pastoral Care*, 1952, 6(Summer), 1-11.—Mental health is not attained by releasing repressions or by social adjustment, for basic anxiety is deeper than often appears. Freud concluded that repression is not the real cause of anxiety, but that anxiety precedes and creates repression. There is no peace of mind without some sense of the total structure of reality to which we belong and in which we can find our home. Without this basic security we cannot accept the burden of our freedom, "that strange intrapsychic distance by which we make judgment, modify ourselves and our world, and thus enter into the realm of creation."—P. E. Johnson.

5977. Robinson, Alice M. (Duke U., Durham, N. C.) Orientation begins at home. *Amer. J. Nurs.*, 1952, 52, 1091-1092.—A student on affiliation at a psychiatric institution often has no real concept of what a mental hospital is like. To assist these, a pre-affiliation program is arranged, whereby instructors from the psychiatric affiliation and students who are having their psychiatric nursing experience provide first-hand information for the pre-affiliates in their home schools.—S. M. Amatora.

5978. Rubinfine, David L. On denial of objective sources of anxiety and "pain." *Psychoanal. Quart.*, 1952, 21, 543-544.—The ego's capacity for denying reality is restricted by the ego's opposite capacity to recognize and critically to test the reality of objects. A clinical observation is presented which may have some bearing on the questions of "when" and "how" this restriction occurs.—L. N. Solomon.

5979. Starer, Emanuel. (V.A. Hosp., Coatesville, Pa.) Aggressive reactions and sources of frustration in anxiety neurotics and paranoid schizophrenics. *J. clin. Psychol.*, 1952, 8, 307-309.—A battery of tests was given 36 anxiety neurotics and 36 paranoid schizophrenics in a VA hospital. The groups were equated for age, education, occupational level, and Wechsler-Bellevue IQ. Rosenzweig's P-F test proved to be the most discriminating test in the battery. Paranooids had higher extra-punitive scores than neurotics; neurotics had higher N-P scores than paranooids; the groups differed very significantly on the Group Conformity Rating, the paranooids presumably rating lower. Only F+ on the Rorschach differentiated the two groups. Scores on the Wechsler, Allport A-S, and case history findings did not differentiate the groups.—L. B. Heathers.

5980. Traugott, N. M. O putiakh izucheniiu narushenii vzaimodeistviia signal'nykh sistem v psichiatricheskoi klinike. (On ways of studying the disturbances of interaction of the signal systems in the psychiatric clinic.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 3-12.—A discussion, in Pavlovian terms, of cortical disturbances, as reflected in speech disorders, in psychiatric patients.—I. D. London.

#### MENTAL DEFICIENCY

5981. Johnson, Elizabeth Z. (Wayne County Training Sch., Northville, Mich.) Sex differences

and variability in the performance of retarded children on Raven, Binet and Arthur Tests. *J. clin. Psychol.*, 1952, 8, 298-301.—The quotients obtained on the Binet, Arthur, and Raven for a group of 30 boys and 30 girls in a school for mental defectives were studied. On all 3 tests the boys scored higher than the girls but the girls were more variable. There was more individual variability on the 3 instruments for the boys than for the girls. The Raven correlated reliably but not highly with the Arthur and the Binet, r's tending to be lower for the less variable group, the boys. The Raven is viewed as a test of super-ego capacity. The differences in score and in individual variability for the sexes is related to "delayed resolution of the Oedipus complex among boys." 22 references.—L. B. Heathers.

5982. Kugelmas, I. Newton. (1060 Park Ave., New York.) Mental deficiency of hypopituitarism in childhood. *N. Y. St. J. Med.*, 1952, 52(13), 1655-1659.—6 cases of mental deficiency of hypopituitarism in children are presented. The parents of the affected children were under treatment for thyroid or pituitary dysfunction. The mental retardation of the children was accompanied by depression, introversion, and irritability. The affected children showed evidences of hypothyroidism, hyperinsulinism, hypogonadism, hypocorticism, and disturbed cellular metabolism. Each child attained normal maturation, mental and physical, on hormone therapy.—F. C. Sumner.

5983. MacGillivray, Ronald C. (Norfolk Hosp., Norfolk, Eng.) Gargoylism (Hurler's disease). *J. ment. Sci.*, 1952, 98, 687-696.—5 cases are described to illustrate mental deterioration and progressive physical impairment. The disease is sometimes mistaken for cretinism or dwarfism or mongolian imbecility. 38 references.—W. L. Wilkins.

5984. Pacaut, M. Les classes de perfectionnement professionnelles de Lyon. (Vocational improvement classes of Lyons.) *Enfance*, 1952, 5, 177-179.—The aim, program, and further needs of the vocational improvement classes for girls of Lyons are briefly set forth. It is a question of recruiting mentally deficient girls with mental age from 7 to 10.5 and of providing them with a vocational training capable of leading them to a trade chosen for them in the light of their mental potentialities and the regional work-market.—F. C. Sumner.

5985. Riggs, Margaret M., & Cassel, Margaret E. A classification system for the mentally retarded. Part II: Reliability. *Train. Sch. Bull.*, 1952, 49, 151-168.—85% agreement is reported for 100 cases, and manual of directions for practical application of the system is given.—W. L. Wilkins.

(See also abstract 6136)

#### BEHAVIOR PROBLEMS

5986. Ahlenstiel, Heinz, & Kauffmann, Reinhard. Über die Mandalaform des "linearen Yantra". (About the Mandala form of the "linear Yantra.") *Schweiz. Z. Psychol. Anwend.*, 1952, 11, 188-197.—

The Yantra is a special visual hallucination related to the more general Mandala form described by C. G. Jung in his study, "Psychologie und Alchemie" (1944). It appears at a level of trance corresponding to that of Samadhi in Yoga and may be described as a colored, geometrical image. It appears to be an adequate expression of the ecstasy which cannot be translated into concepts. It does not seem to have any symbolic significance.—K. F. Muenzinger.

5987. Bender, Lauretta, & Grugett, Alvin Eldridge, Jr. A follow-up report on children who had atypical sexual experience. *Amer. J. Orthopsychiat.*, 1952, 22, 825-837.—Follow-up information was collected on a group of individuals who as children, 11 to 16 years before, had required psychiatric attention for their variations from the expected course of psychosexual development. Overt sexual behavior in children did not necessarily forecast maladjustments rooted in such experience. None of the children who had originally been sexually involved with adults, again needed social correction or attention because of sex activities. Of the children who revealed aberrations in psychosexual development which resulted in the child's deep confusion over his sexual identity, none developed into the typical adult homosexual personality, although many had serious distortions in their personality development. 21 references.—R. E. Perl.

5988. Benedetti, G. (*Psychiatrische Universitätsklinik Burghölzli, Zürich.*) Die Alkoholhalluzinosen. (Alcohol hallucinations.) Stuttgart: Georg Thieme, 1952, 58 p. DM 7.50.—Investigating the question as to whether alcohol hallucinations belong to the schizophrenias or to the toxic psychoses, 90 acute and 23 chronic cases are examined. The acute cases differ from schizophrenics in many respects, show memory disturbances, delirium tremens, and physical symptoms, indicating an organic reaction. Chronic cases fall into 2 groups, typical schizophrenias, and clearly organic psychoses, both of whom eventually become demented.—A. O. Ross.

5989. Faucett, R. L., & Jensen, R. A. Addiction to the inhalation of gasoline fumes in a child. *J. Pediat.*, 1952, 41, 364-368.—The case of an eleven-year old boy addicted to the inhalation of gasoline fumes is presented. Crucial data concerning the psychogenic factors involved in the etiology of this behavior were obtained through the use of sodium amyntal interviews. Through psychotherapy based on the interview findings the patient was rid of his addiction and his underlying anxiety state was resolved. The use of the drug interview technique with children is discussed.—M. C. Templin.

5990. Freeman, Walter, & Williams, Jonathan M. Human sonar; the amygdaloid nucleus in relation to auditory hallucinations. *J. nerv. ment. Dis.*, 1952, 116, 456-461.—4 out of 5 patients were relieved of auditory hallucinations by bilateral amygdaloidectomy. The effect of the operation on the behavior patterns of the individual was relatively insignificant. The comparison to sonar is made since the person projects the voice outside of himself. "The

similarity of hallucinations and the sonar mechanisms of cetacea and chiroptera is suggested," these animals having large amygdaloid complexes and orienting themselves by their own projected sounds. 16 references.—J. A. Stern.

5991. Gustin, John C. Phantasy in frigidity. *Psychoanalysis*, 1952, 1(2), 12-26.—In one of the frigidity myths the youngest son of the family is spirited away and protected by the mother who resents the rule of the murderously jealous father. It is this son who becomes the Hero who will rescue woman from her dilemma. Before the arrival of the Hero, woman can find "safety" only in infantile (clitoral) imagery; after the Hero, the clitoris can give way to the vagina. The most familiar full treatment of this myth is found in the story of the *Sleeping Beauty* as well as in the drama of the *Niebelungen Ring*. The author reports the following characteristic projections within the transference: (1) analyst becomes the father, (2) analyst becomes the mother, (3) negativism, (4) analyst becomes the Hero, and (5) analyst becomes the analyst.—L. E. Abt.

5992. Hart, Henry Harper. Masochism, passivity, and radicalism. *Psychoanal. Rev.*, 1952, 39, 309-321.—6 Jewish radicals in analysis had a dominating mother and a passive, unaggressive father. In masochism, passivity, and radicalism there is a return to the magical expectation of childhood: "I can hate and hurt others as much as I like and they will still love and protect me because, see how much I suffer." The masochism and passivity were efforts to work out some positive libidinal relationship with some strong father figure. The radicalism was related to the working out of an attitude to authority.—D. Prager.

5993. Hill, Harris E., Flanary, Harold G., Kornetsky, Conan H., & Wikler, Abraham. (*Public Health Service Hosp., Lexington, Ky.*) Effects of anxiety and morphine on discrimination of intensities of painful stimuli. *J. clin. Invest.*, 1952, 31, 473-480.—The experiment was designed to discover the effect of morphine on estimates of pain threshold under experimental conditions differing in anxiety-producing characteristics. A total of 42 post-addicts served as subjects with the pain stimulus being an electric shock. It was found that under conditions promoting anxiety or fear of pain, subjects tended to overestimate the intensities of painful stimuli. Morphine reduced such anxiety. Under conditions in which anxiety was largely eliminated, there was little estimation of intensities and morphine had no effects.—C. M. Louitt.

5994. Hoffman, Jay. (*V.A. Hosp., Bedford, Mass.*) Guilt feelings and psychiatry. *J. Pastoral Care*, 1952, 6(Summer), 42-52.—The sense of guilt plays a part in nearly all nervous and mental disorders. Psychiatrists are concerned not with conscious but with unconscious guilt feelings, and their manifestations in neurotic, psychotic and delinquent behavior. The goal of treatment is to make conscious what has been unconscious, to see the rela-

tionship between feelings and behavior previously unknown to the patient. This becomes another opportunity for the patient as an adult to learn that he can love his fellowmen without fear of punishment.—P. E. Johnson.

5995. Holzberg, Jules D., & Hahn, Fred. (Conn. State Hosp., Middletown, Conn.) The Picture-Frustration technique as a measure of hostility and guilt reactions in adolescent psychopaths. *Amer. J. Orthopsychiat.*, 1952, 22, 776-797.—17 selected psychopaths from a correctional institution for boys and 20 normal subjects attending a public high school were used in studying some currently accepted hypotheses about psychopathy. Several modifications of the Rosenzweig Picture-Frustration Study failed to yield results which would corroborate any of the hypotheses.—R. E. Perl.

5996. Kouwer, B. J. De sociale waardering van de sexuele inversie. (Social valuation of sexual inversion.) *Ned. Tijdschr. Psychol.* 1952, 7, 364-378.—The motives for the intensive social repugnance of sexual inversion are analyzed. Sexual inversion is "against nature" only as far as not the biological structures are intended, but human nature with its social and cultural implications. Sexual inversion has the meaning of a menace to one of the anthropological dimensions, i.e. the sense of sexual polarity. Therefore the valuation of inversion can be only negative in any community. Where it occurs that some peoples regard homosexual acts as acceptable and of a positive social value, it appears that, phenomenally speaking, this never concerns "homo"-sexuality but a special form of erotic polarity. An improvement of the social position of the invert can never be obtained by way of a social acceptance. More effective will be the change of the individual attitudes of people with regard to inversion, and a reorientation in social-cultural conceptions concerning sexual life in general.—(Rewritten *Ned. Tijdschr. Psychol.*)

5997. Lowenhaupt, Elizabeth. A consideration of psychic mechanisms in vasospastic disorders of the hand. *Psychoanal. Rev.*, 1952, 39, 329-337.—Psychiatric study of patients with this disorder have not previously appeared in the literature. The hand is a symbolic extension of the mouth. The breast is integrated with the mouth and hence with the hand. The basic mechanism involved in psychic stimulation of the hand area is considerable oral aggression transferred from mouth to hand. There is considerable inhibition in respect to motor expression from fear and guilt in respect to destroying mother's breast and from cultural inhibition of motor expression in females. Are these patients excessively oral-sadistic, excessively inhibited in respect to aggression, hyperfeminine if male, or hypofeminine if female? 26 references.—D. Prager.

5998. Schneck, Jerome M. (26 W. 9th St., New York.) Automatic writing during hypnoanalysis. *J. gen. Psychol.*, 1952, 46, 233-241.—When the automatically written words of a 24 year old unmarried, male patient were analyzed, they could be related to

the patient's hostility and sexual strivings toward both parents, his sexual confusion and latent homosexuality, his symptoms, and some aspects of the transference relationship. In addition to automatic writing, other hypnoanalytic techniques were used.—M. J. Stanford.

5999. Seeman, William. (Mayo Clinic, Rochester, Minn.) Note on a Horney hypothesis. *J. clin. Psychol.*, 1952, 8, 418-420.—"A Horney hypothesis stated that hostility and anxiety will be found to covary significantly. This paper has presented evidence to the effect that anxiety associated with the one of five daydreams rated as 'most hostile' (with agreement of six judges beyond the 0.01 level) is reliably greater than chance in three samples of college students. These differences are in the direction theoretically required by the hypothesis and may thus be held to be relevant to its validity."—L. B. Heathers.

6000. Seidenberg, Robert. Jealousy: the wish. *Psychoanal. Rev.*, 1952, 39, 345-353.—In a small number of cases neither the projective nor homosexual mechanism was adequately substantiated. In these instances jealousy of one's mate was based on a manufactured family romance in which the oedipal wish for the parent of the opposite sex is circuitously expressed and gratified.—D. Prager.

6001. Spitz, René A. Authority and masturbation: some remarks on a bibliographical investigation. *Psychoanal. Quart.*, 1952, 21, 490-527.—The author attempts to elucidate from the literature of the last two thousand years the attitudes that changing sources of authority have taken toward the practice of masturbation. 314-item bibliography.—L. N. Solomon.

6002. Strel'chuk, I. V. Dal'nešchie nabljudenija za lecheniem kchronicheskogo alkogolizma antabusom (tetraétiltiuramdisul'fidom). (Further observations on the treatment of chronic alcoholism with antabuse (tetraethyltiuramdisulfide)). *Zh. Nevropat. Psichiat.*, 1952, 52(4), 43-50.—General application of antabuse for sensitization to alcohol is not recommended. When treatment of chronic alcoholism by means of antabuse is combined with psychotherapy and prolonged hypnotic sleep, with physiotherapy, etc., better results are obtained.—I. D. London.

6003. Tillich, Paul. (Union Theol. Seminary, New York.) Anxiety, religion, and medicine. *Pastoral Psychol.*, 1952, 3(Dec.), 11-17.—Basic anxiety is the threat of non-being which everyone confronts in the struggle to live. This existential anxiety cannot be removed but must be taken into the courage to be. If one fails to take this anxiety upon himself this is pathological anxiety, and leads to self-affirmation on a limited fixed and unrealistic basis. Pathological anxiety is the object of medical healing, and existential anxiety is the object of priestly help. The functions should not be confused, yet both medical and pastoral therapists may cooperate in helping men to reach full self-examination.—P. E. Johnson.

## SPEECH DISORDERS

6004. Allen, I. M. The history of congenital auditory imperception. *N. Z. med. J.*, 1952, 51, 239-247.—History of investigations of congenital auditory imperception (inability to appreciate the meaning of word sounds or congenital word-deafness) is traced from 1853 when Wilde drew attention to the presence of dumbness in children who are neither deaf nor mentally deficient.—F. C. Sumner.

6005. Gottlob, A. B. Understanding stuttering. New York: Grune & Stratton, 1953. x, 274 p. \$5.50.—Stuttering is considered as a psychosomatic disorder and attention is given to the relationships between nervous system function and manifestations of speech blocking. Such factors as conditioning, sidedness and dominance, emotion and cortical control, diagnosogenic influence, and experience are described in relation to these blockings. Physical and psychological correlates of speech blocking are presented as suggesting hypotheses about predisposing factors. The "block" itself is considered in terms of its growth and development, its prevention, its voluntary and involuntary aspects, and its reconditioning.—G. H. Shames.

6006. Khalefškii, A. M., & Palladina, O. M. Psikhogennaiā rechevastā sputannost'. (Psychogenous confusion of speech.) *Zh. Nevropat. Psichiat.*, 1952, 52(3), 9-14.—In almost all cases of "psychogenous confusion of speech" one may assume, "in accordance with I. P. Pavlov's theory of hysteria," a relative weakness of cells in the cerebral cortex and a relative predominance of the first signal system over the second.—I. D. London.

6007. Perkins, William Hughes. Stuttering as approach-avoidance behavior: a preliminary investigation. *Dissertation Abstr.*, 1952, 12, 801.—Abstract of Ph.D. thesis, 1952, U. Missouri. Microfilm of complete manuscript, 220 pages, \$2.75, University Microfilms, Ann Arbor, Mich., Publ. No. 4280.

6008. Silverman, Lloyd. (Coll. City New York.) The factor of maternal dominance in 10 male stutterers as indicated by the Figure Drawing Test. *Psychol. Newsltr.*, 1952, No. 37, 1-22.—The first part of the article evaluates and summarizes 10 major approaches to stuttering. The second portion of the paper deals with an investigation of the factor of maternal dominance in male stutterers. The author concludes that the stutterers studied tend to have dominant mothers, based on an hypothesis suggested by the Neo-Freudian theory. 27-item bibliography.—D. S. Leeds.

(See also abstracts 5980, 6115)

## CRIME &amp; DELINQUENCY

6009. Edelston, H. The earliest stages of delinquency; a clinical study from the child guidance clinic. Edinburgh: E. & S. Livingstone, 1952. (Baltimore: Williams & Wilkins.) vii, 200 p. \$2.50.—A psychiatrist with 15 years' experience in a child

clinic describes in the first 4 chapters his approach; in the next 3, the management of the child in various clinical settings including the home; and in the final 5 chapters, his observations and suggestions for correction including institutional placement and segregation of irremediables. 29 references.—L. A. Pennington.

6010. Flesch, Gislero. (U. Rome, Italy.) Valor y límites del factor hereditario en la etiología de la criminalidad. (Value and limitations of the hereditary factor in the etiology of criminality.) *Rev. mex. Sociol.*, 1952, 14, 193-218.—A critical synthesis is presented of the most modern theories on the controversy regarding the weight of hereditary factors in the etiology of crime.—E. Sánchez-Hidalgo.

6011. Hoyle, J. Arthur. (Wolstanton, Stoke-on-Trent, Eng.) The treatment of the young delinquent. New York: Philosophical Library, 1952. xi, 274 p. \$4.75.—An historical account of juvenile delinquency, in both theoretical and practical aspects. Developments in legal processes and in the attitude of the public toward youthful offenders are considered in the light of their relation to Christian principles and practice. The principal concern is with the British situation, but other countries, including the United States, are mentioned. 187-item bibliography.—K. K. Fassett.

6012. Milne, David S. (San Diego State Coll., Calif.) An empirical method of predicting success or failure on parole. *Sociol. soc. Res.*, 1952, 37, 105-111.—This study was an effort to develop a new method of predicting success or failure of boys paroled from the Nelles (Whittier, Calif.) School. Staff members rated the boys on a 5-point scale. A complete summary is given, together with some suggestions for implementing a similar procedure that might be used elsewhere to increase the per cent of accurate predictions.—S. M. Amatora.

6013. Ruiz-Funes, Mariano. Emigración y criminalidad. (Emigration and criminality.) *Rev. mex. Sociol.*, 1952, 14, 167-191.—The relationship between emigration and criminality is discussed in the light of different studies and theories. Factors in the emigrant, such as emotional unbalance and psychological tensions, are etiologically connected with crime. 25 references.—E. Sánchez-Hidalgo.

6014. Smith, Philip M. (Central Michigan Coll. Educ., Mount Pleasant.) The schools and juvenile delinquency. *Sociol. soc. Res.*, 1952, 37, 85-91.—The schools in general fail to meet the basic needs of a substantial minority and thus are a causative factor in delinquency. The problems of discipline and competitive grading are expanded. This is followed by a discussion of methods in which the schools can occupy a key position in prevention. The third portion deals with the problems related to school personnel and the problems related to community conditions.—S. M. Amatora.

6015. Trenaman, Joseph. Out of step; a study of young delinquent soldiers in wartime, their offenses,

their background and their treatment under an Army experiment. New York: Philosophical Library, 1952. xx, 223 p. \$4.75.—23 chapters and 3 appendices set forth in detail clinical and statistical studies pertaining to the history, selection methods, case records, training procedures, reactions to training, and the effects on 200 delinquent English soldiers, under 21, ordered to 1 of several "Special Training Units" for rehabilitation (1941-1944). The major and minor factors operative in delinquency are discussed with stress upon psychological forces operative in the early years; the distinction between the adult delinquent and the "psychopath" (19% of the group) is questioned. Improvement is reported for 75% of those studied. 2-page reference list.—L. A. Pennington.

#### PSYCHOSES

6016. Anderson, Camilla M. Organic factors predisposing to schizophrenia. *Nerv. Child*, 1952, 10, 36-42.—Based on clinical experience, it is suggested that the development of schizophrenia results from a failure in interpersonal relations brought about primarily by a very specific type of organic brain deficit in the child, rather than from the previously assumed ambiguous rejection behavior on the part of the mother or other significant person.—G. S. Speer.

6017. Armstrong, Renate Gerboth. (Alton (Ill.) State Hosp.) The consistency of longitudinal performance on the Graham-Kendall Memory-for-Designs Test. *J. clin. Psychol.*, 1952, 8, 411-412.—"After testing two groups of 25 patients three times with the Graham-Kendall Memory-for-Designs Test it was found that the performance of the organic group is, in general, much poorer than that of the schizophrenic group, indicating a more extensive deteriorative process. The overlap between the higher range of the more deteriorated schizophrenics and the lower range of the less deteriorated organics makes individual diagnosis tenuous. However, the retest may clarify this overlap by the amount of variability revealed." Organics tend to improve on retest; schizophrenics do not. Organics show less interest variability than do schizophrenics.—L. B. Heathers.

6018. Buhler, Charlotte. The diagnostic problem in childhood schizophrenia. *Nerv. Child*, 1952, 10, 60-62.—3 consecutive phases of psychotherapy are recognized. The first is characterized by excessive anxiety and fears, and the second by marked improvement and acceptance of the therapist. The third stage is diagnostically decisive, and separates the hopeful and the hopeless cases. In this stage the hopeful case continues to improve, while the true schizophrenic is unable to progress further, and usually regresses.—G. S. Speer.

6019. Burns, Charles. Pre-schizophrenic symptoms in pre-adolescents' withdrawal and sensitivity. *Nerv. Child*, 1952, 10, 120-128.—Based on a survey of a large number of children and adolescents who have shown some form of maladjustment while

attending elementary schools, the author presents 2 groups of cases which appear to demonstrate certain syndromes of a definite type. The first group, showing symptoms of withdrawal and usually feelings of unreality, appear to have a good prognosis. The second group are hyper-sensitive, and of a feminoid type.—G. S. Speer.

6020. Campbell, John D. Manic depressive psychosis in children. *J. nerv. ment. Dis.*, 1952, 116, 424-439.—A study of 18 children with manic-depressive psychosis is reported. Manic-depressive psychosis or cyclothymic personality patterns are seen to appear early in the life spans of some patients. The determining factor in the appearance of such processes seems to be constitutionally determined. Again, prognosis also does not seem to be related to onset of the disease process but rather to the "cyclothymic makeup or disposition of the individual and his stock." Personality patterns into which the cyclothymic youth fit are described and psychiatric treatments presented.—J. A. Stern.

6021. Cattell, James P. (New York State Psychiatric Inst.) The dynamics of post-topectomy psychotherapy in patients with pseudoneurotic schizophrenia. *Amer. J. Psychiat.*, 1952, 109, 450-454.—Observations on the post-topectomy treatment of 20 patients with pseudoneurotic schizophrenia. Discussion is divided into 3 phases: (1) preoperative observations, (2) phase of instability following operation, and (3) phase of relative stability and mobilization. Each is considered in terms of: (1) gross clinical picture, (2) the therapeutic problem—methods and goals, (3) productions, association, and dream material, and (4) emotional responses, emphasizing transference, and counterinterference problems.—F. W. Snyder.

6022. Chamberlain, G. H. A., & Russell, J. Gordon. (St. Ebba's Hosp., Epsom, Sussex, Eng.) The EEGs of the relatives of schizophrenics. *J. ment. Sci.*, 1952, 98, 654-659.—So far as EEG findings are concerned heredity appears to be of importance in the various neuropsychiatric illnesses, including schizophrenia, although the concordance of abnormality in the present sample is not precise. 16 references.—W. L. Wilkins.

6023. Chess, Stella, & Rubin, Estelle. Treatment of schizophrenic children in a child guidance clinic. *Nerv. Child*, 1952, 10, 167-178.—Brief case studies of 9 schizophrenic children are presented. Some criteria to be used in the selection of children for therapy in a child guidance clinic are discussed briefly. It is concluded that schizophrenic children can be treated in a child guidance clinic if their behavior permits them to be maintained at home, and is not disruptive to the functioning of the clinic as a whole.—G. S. Speer.

6024. Crown, Sidney. (Maudsley Hosp., Denmark Hill, London, Eng.) An experimental study of psychological changes following prefrontal lobotomy. *J. gen. Psychol.*, 1952, 47, 3-41.—A group of 36 predominantly psychotic patients was given a battery of cognitive, objective personality tests and a pro-

jective test a short time before and three months after prefrontal lobotomy. There were no statistically significant changes on the cognitive tests or on the tests of "neuroticism" after lobotomy. Also the hypothesis that a psychotic group becomes more extraverted after lobotomy could not be proven. 62 references.—*M. J. Stanford.*

6025. Eckergard, Stig. *Quelques points de vue sur l'étiologie des psychoses endogènes.* (Some points of view on the etiology of endogenous psychoses.) *Schweiz. Z. Psychol. Anwend.*, 1952, 11, 177-188.—The question is raised whether schizophrenia and the manic-depressive psychosis might have a common cause and whether the differentiation between the two is caused by environmental factors. The latter might bring about an obstruction of psychic activity in schizophrenia and an inadequate canalization in manic-depressive disorder. Lewin's concept of valence is found helpful in the study of these conditions.—*K. F. Muenzinger.*

6026. Fergus, Andrew. *A report on electric convulsive treatment of 102 long-term schizophrenic patients.* *Amer. J. Psychiat.*, 1952, 109, 439-443.—Results of treatment of 102 long-term schizophrenics with ECT during a period of 15 months. The possible value of maintenance treatment is discussed.—*F. W. Snyder.*

6027. Fisher, Gordon. *(Provincial Hosp., Fairville, N. B.) A preliminary investigation of schizophrenia indicators in the Machover Test.* *Bull. marit. Psychol. Ass.*, 1952, (Spring), 11-14.—11 indicators, among those thought by Machover to be characteristic of schizophrenia, were defined for objective scoring. These were: (1) omission of arms; (2) gross disproportion; (3) confusion of profile and full face; (4) confused sequence of procedure; (5) ear emphasis; (6) internal organs shown; (7) joint emphasis; (8) midline emphasis; (9) inclusion of sexual organs; (10) teeth showing; (11) marked symmetry. An experimental test with 20 schizophrenic and 20 normal subjects showed no significant difference in frequency of appearance of these 11 indicators. Figure length, neck length and mean number of erasures likewise yielded no significant differences.—*W. F. Grether.*

6028. Friedman, Irwin. *Art and therapy.* *Psychoanal. Rev.*, 1952, 39, 354-365.—Observations of the art work of a 25 year old paranoid schizophrenic by the patient and the art therapist yield access to understanding of psychodynamics and conflict areas. This understanding can be used as a basis for interpretation, explanation, and therapy.—*D. Prager.*

6029. Guertin, Wilson H. *(Beatty Memorial Hosp., Westville, Ind.) An inverted factor-analytic study of schizophrenics.* *J. consult. Psychol.*, 1952, 16, 371-375.—An inverse factor analysis was made of 20 schizophrenics who were rated on 52 symptoms. 3 relatively independent factors were derived: Type 1, corresponding to the paranoid subtype; Type 2, representing a "confused-withdrawal syndrome," and Type 3, representing "hebephrenic silliness." Implications of these findings for classification

methods in diagnoses of schizophrenia are discussed. In general, present methods of subtyping schizophrenic disorders were supported by the data.—*F. Costin.*

6030. Hendrickson, Willard J. *Etiology in childhood schizophrenia.* *Nerv. Child*, 1952, 10, 9-18.—After a careful review of the literature on childhood schizophrenia, it is concluded that available evidence suggests these tentative hypotheses: (1) There may be an underlying biological defect which is etiologically essential to childhood schizophrenia. (2) The attitudes of the parents, particularly the mother, and the quality of relationships the child enjoys with his parents play an important role etiologically, at least as precipitating or perpetuating factors. (3) Childhood schizophrenia may actually represent but a clinical syndrome and not a definite entity with respect to etiology. 28 references.—*G. S. Speer.*

6031. Jenkins, Richard L. *The schizophrenic sequence: withdrawal, disorganization, psychotic reorganization.* *Amer. J. Orthopsychiat.*, 1952, 22, 738-748.—The schizoid sequence typically begins with the withdrawal of attention and interest from the outer environment, particularly withdrawal from empathic contact with the human environment. The second phase, the actual schizophrenic process, is one of progressive personality disorganization with a regressive course which tends to recapitulate in reverse order developments related to the evolutionary process. Finally there is the psychic reorganization, a morbid adaptation of the individual's personality to his psychotic trends. Consideration of these three separate factors appears significant for the process of therapy.—*R. E. Perl.*

6032. Kennard, Margaret A., & Levy, Sol. *The meaning of the abnormal electroencephalogram in schizophrenia.* *J. nerv. ment. Dis.*, 1952, 116, 413-423.—"In this small (100) series of patients, therefore, it appears as though abnormal electroencephalograms were quite definitely more frequent in the group of cases in which the psychopathologic process was most severe, as indicated by early onset, long duration, malignant clinical course, marked psychologic deterioration, and a positive family history of psychologic disorders. These are findings which might be expected if the schizophrenic process is thought of as a progressive disorder which ultimately profoundly affects performance of all organic systems including that of the cerebral cortex."—*J. A. Stern.*

6033. Klein, Irwin Jay. *Childhood schizophrenic states simulating retardation and auditory impairment.* *Nerv. Child*, 1952, 10, 135-145.—Childhood schizophrenia may closely simulate mental retardation and mutism. A case study is presented to illustrate the similarities, and the diagnosis and treatment required. 28 references.—*G. S. Speer.*

6034. Kornfeld, Marianne. *The development of schizophrenic symptoms in young children.* *Nerv. Child*, 1952, 10, 112-119.—It is suggested that the development of schizophrenic disorders in young

children can best be explained in terms of a morbid interaction of various constitutional, environmental, and possibly organic, factors. The later irreversibility of the condition emphasizes the urgency of early recognition and treatment.—*G. S. Speer.*

6035. Kubanek, Joseph L. (*Wayne U., Detroit, Mich.*) The possible use of Nissl substance in the treatment of schizophrenia and neuroses. *Int. Rec. Med.*, 1952, 165, 479-483.—The position is taken in this article that the schizophrenic has a cerebral cell deficiency. If, as some believe, the psychotic patient's brain can not normally utilize oxygen, then therapy with some substance to produce increased oxygen metabolism for normal cerebral activity might be used. It is felt that Nissl substance might be of value in this respect. It is suggested that efforts be made to extract the principles of Nissl substance and to study its effect upon animals to determine whether it could be given safely and to determine what effects it would have upon neurotic symptoms. 29 references.—*J. W. Bowles.*

6036. Langer, Elizabeth. A case of suspected schizophrenia in a three-year old. *Nerv. Child.*, 1952, 10, 94-111.—This is a case report of a 3-year-old boy, originally suspected of being mentally deficient. After 8 months of therapy, it is concluded that the case is actually one of childhood schizophrenia.—*G. S. Speer.*

6037. Malzberg, Benjamin. (*N. Y. State Dept. Ment. Hyg., Albany.*) Rates of discharge and rates of mortality among first admissions to the New York Civil State Hospitals. *Ment. Hyg., N. Y.*, 1952, 36, 618-638.—A report on follow-up of first admissions to N. Y. Civil State hospitals during the fiscal year ending March 31, 1945. Of 5554 male first admissions, 39.3% were discharged within 4 years after admission and 34.5% showed some improvement. 6,537 female patients, 43.9%, were discharged with 40.7% showing some improvement over a comparable period. Dementia praecox patients were discharged and maintained improvement about 4 times as effectively as patients with cerebral arteriosclerosis. Shock therapy has greatly enhanced recovery or improvement in the first while the latter type of mental illness has shown little improvement in rates of improvement or mortality in the past 40 years.—*M. A. Seidenfeld.*

6038. Margolis, Lester H., Simon, Alexander, & Bowman, Karl M. Selective utilization of unilateral lobotomy. *J. nerv. ment. Dis.*, 1952, 116, 392-411.—13 patients, who by ordinary criteria would be subject to bilateral lobotomy, were subjected to a unilateral lobotomy. "Cases exhibiting strong depressive or obsessive features in the presence of adequate reality contact and relative preservation of the personality responded best to this limited operative procedure." Cases whose history was predominantly paranoid and those with recurrent manic attacks responded less favorably. "Post-operative personality defects were relatively mild. Electroencephalographic changes were transitory." 20 references.—*J. A. Stern.*

6039. Mayer-Gross, W. (*Crichton-Royal, Dumfries, Scotland.*) The diagnostic significance of certain tests of carbohydrate metabolism in psychiatric patients and the question of "oneiroprenia." *J. ment. Sci.*, 1952, 98, 683-686.—Although excretion of urinary hyperglycemic factor was 3 times as common in schizophrenics as in non-schizophrenics, no correlation was found between the tests and the diagnoses.—*W. L. Wilkins.*

6040. Mehr, Helen Margulies. The application of psychological tests and methods to schizophrenia in children. *Nerv. Child.*, 1952, 10, 63-93.—The literature on tests applied to schizophrenic children is summarized. Results obtained from the Rorschach and Thematic Apperception Test are discussed in detail, and results on the Bender Visual Motor Gestalt Test, Drawing of a Man Test, and various art mediums are discussed briefly. A variety of other projective techniques which have recently been developed but need further work and study are mentioned briefly. 62 references.—*G. S. Speer.*

6041. Neubauer, Peter B., & Steinert, Joseph. Schizophrenia in adolescence. *Nerv. Child.*, 1952, 10, 129-134.—The keenest sensitivity and clinical acumen is required in differentiating psychotic disturbances from disturbances of puberty that are within normal limits, and in differentiating schizophrenia in adolescence proper from recurrent childhood schizophrenia accentuated in puberty.—*G. S. Speer.*

6042. Papez, James W. Form of living organisms in psychotic patients. *J. nerv. ment. Dis.*, 1952, 116, 375-391.—Living zooid organisms taken from the brain of mentally ill patients during lobotomies, topectomies and postmortem are described and illustrated. "The consistent nature of a *heavy infestation* of the cells of the cerebral cortex and thalamus was indicated as a significant feature in psychoses."—*J. A. Stern.*

6043. Poltavskil, V. G. Snizhenie rezistentnosti k insulinu putem podkozhnogo vvedenija kisloroda pri aktivnoi terapii psikhozov. (Lowering of resistance to insulin by means of subcutaneous introduction of oxygen in cases of active therapy of psychoses.) *Zh. Nevropat. Psichiat.*, 1952, 52(4), 67-71.—"Systematic daily [subcutaneous] introduction of oxygen in the process of insulin therapy heightens the activeness of insulin and facilitates the onset of sensitization."—*I. D. London.*

6044. Sackler, Mortimer D., Sackler, Raymond R., La Burt, Harry A., Co Tui, & Sackler, Arthur M. A psychobiologic viewpoint on schizophrenias of childhood. *Nerv. Child.*, 1952, 10, 43-59.—19 schizophrenic children are reported on, and the case histories of 3 are presented in some detail. 13 of the children have completed a course of histamine bio-chemotherapy. It is concluded that the schizophrenic process is favorably influenced by such treatment, and that the best results are obtained in patients with the longest duration. 28 references.—*G. S. Speer.*

6045. Thiesen, J. Warren. (*VA, Boston, Mass.*) A pattern analysis of structural characteristics of the Rorschach Test in schizophrenia. *J. consult. Psychol.*, 1952, 16, 365-370.—The purpose of this study was to identify "certain quantitatively expressed syndromes or combinations of Rorschach variables which are associated with schizophrenia and are non-occurring or extremely rare in normals." A pattern analysis of scoring summaries was made, using a 3-category scale for expressing moderate deviations in variables and a systematic inspection technique for discovering specific discriminating patterns of deviations. 5 "tentative patterns" were revealed which appeared to be associated with schizophrenia. Clinical and theoretical implications of these findings were presented.—F. Costin.

6046. Werbin, Harold; Seidlin, S. M., Cohen, Lester, & Miller, Joseph S. A. (*Hillside Hosp., Glen Oaks, N. Y.*) Effect of epinephrine on the adrenocortical activity of psychotic patients. *Psychosom. Med.*, 1952, 14, 469-475.—Subcutaneous injection of 0.3 mg epinephrine in 23 normal controls and 22 psychotic subjects indicated, following a series of biochemical blood-analyses, no significant difference between the 2 groups in the decline of eosinophile count. It is concluded that this test is inadequate to detect differences that "may exist" between the pituitary-adrenocortical mechanisms of the 2 groups. 19 references.—L. A. Pennington.

6047. Wilensky, Harold. (*Franklin D. Roosevelt V.A. Hosp., Montrose, N. Y.*) The performance of schizophrenic and normal individuals following frustration. *Psychol. Monogr.*, 1952, 66(12), (No. 344), 20 p.—A comparative study of the effects of frustration on the performance of 48 schizophrenic and 48 normal individuals. Both the controls and schizophrenic Ss were "subjected to frustration in four tasks (auditory memory, visual memory, auditory perception, and visual perception)". The results obtained "clearly indicate that differences between schizophrenics and normals exist in their ability to withstand frustration" with the schizophrenic group being consistently poorer in performance following frustration than the normals." 16 references.—M. A. Seidenfeld.

(See also abstracts 5492, 5595, 5861, 5972, 5979, 6052)

#### PSYCHONEUROSES

6048. Dosukov, Theodor. Sleep during psychoanalytic treatment: case of conversion hysteria. *Psychoanal. Rev.*, 1952, 39, 339-344.—A 35-year-old bachelor came to treatment for dysphagia. Analysis showed fear of having the penis in the mouth and swallowing it. The patient fell asleep on the couch and began to snore. He would wake up suddenly and stare bewilderingly about him. Analysis had struck a blind alley until in one session the patient awoke and barely got to the bathroom in time to void. He could then recollect nocturnal enuresis in childhood. The analytic process repeated the development from the oral stage (manifest symptom) to the

urethral stage (nocturnal enuresis) to prepare the ground for healthy genitality.—D. Prager.

6049. Hallpike, C. S., Harrison M. Spencer, & Slater, Eliot. Abnormalities of the caloric test results in certain varieties of mental disorder. *Acta oto-laryng., Stockh.*, 1951, 39, 151-159.—A comparison is made between the vestibular functions of a group of 93 normals and 35 abnormals (anxiety neurosis). Four measures derived from nystagmus in response to caloric stimulation were used. The major general difference shows that the anxiety neurosis group is more sensitive to caloric stimulation than the normal. The symmetry of the distribution of cold-hot and right-left preponderance in the normal group and the normal standard deviations indicate the usefulness of caloric tests in general. The results on the anxiety neurosis group are opposite to those anticipated on the basis of animal experimentation in which the injection of adrenalin produced diminished vestibular response.—I. J. Hirsh.

6050. Hordern, Anthony. (*Claybury Hosp., Woodford Green, Essex, Eng.*) The response of the neurotic personality to abreaction. *J. ment. Sci.*, 1952, 98, 630-639.—The ratio of the hostility: dependency components of personality is of significance in assessing such treatment with neurotics. Where hostility greatly is outweighed by dependency aspects the patient is too insecure to be able to risk rejection by exposing his hostility.—W. L. Wilkins.

6051. Iakovleva, E. K. O nekotorykh osobennostyakh elektricheskoi aktivnosti golovnogo mozga pri nevrose naviazchivayushchikh sostoyaniy. (On several features of electrical activity of the brain in neurosis [marked by] obsessive states.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 20-23.—A discussion of the "bioelectrical currents of the brain in patients suffering from obsessive neurosis and psychasthenia." It is noted that normalization of the electroencephalograms precedes somewhat the patient's subjective recognition of improvement in his condition.—I. D. London.

6052. Kestenberg, Judith S. Pseudo-schizophrenia in childhood and adolescence. *Nerv. Child*, 1952, 10, 146-162.—3 case studies are presented of children who used schizophrenic-like mechanisms, but none of whom suffered from schizophrenia proper. It is felt that they belong to a special type of neurosis, which is here called pseudo-schizophrenia.—G. S. Speer.

6053. Kretschmer, Wolfgang, Jr. Die Neurose als Reifungsproblem; Konstitutionelle Grundlagen der Neurosenentwicklung. (Neurosis as a problem of maturation; constitutional bases for the development of neuroses.) Stuttgart: Georg Thieme, 1952. 92 p. DM 10.80.—There is a relationship between neurosis and retarded physical maturation. Signs of retardation, primarily based on the sexual organs and sexual characteristics, are demonstrated in 50 female conversion neurotics. Underdeveloped genital organs occur in 80% of the cases, compared to 6.7% in a control group. Time of menarche shows a

greater scatter among neurotics than normals. Disturbance in biologic maturation presents a key to the problem of the neuroses in that the physically retarded appear predisposed to neurotic reactions.—*A. O. Ross.*

6054. Prussak, A. V. *U istokov russkoj psichiatrii.* (At the sources of Russian psychiatry.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 77-78.—An account of Russian investigations on hysteria in the 18th century.—*I. D. London.*

6055. Weigert, Edith. *The dynamics of psychoneuroses.* *Neuropsychiat.*, 1952, 2, 99-120.—Concepts of Freudian psychodynamics are discussed in terms of the importance of the developmental history of the child, the course of repressions and dissociations interfering with the development of the child, and the transforming of these distortions during the experience of analytic treatment.—*W. L. Wilkins.*

6056. Wolpe, Joseph. (U. Witwatersrand, S. Africa.) *Experimental neuroses as learned behavior.* *Brit. J. Psychol.*, 1952, 43, 243-268.—The behavior changes characteristic of the experimental neuroses, irrespective of how they are produced, are learned responses. Two basic experimental situations underlie the development of the experimental neuroses—the exposure of the organism, under conditions of confinement, to ambivalent stimuli and/or to noxious stimuli. Following the establishment of a conditioned feeding response (CS a buzzer), a group of six cats received a mild electric shock whenever they approached the food box in a Masserman type apparatus. A second group of six cats received no feeding response training, but were given a series of trials in which a "hooter" noise immediately preceded a mild shock. The immediate response to the shock was the same for both groups. Both schedules produced neurotic symptoms in all animals. 51 references.—*L. E. Thune.*

(See also abstracts 5578, 5696, 5979, 6035, 6073, 6076)

#### PSYCHOSOMATICS

6057. Aleksandrova, L. I. *Kliniko-fiziologicheskij analiz nevroticheskogo sindroma nachal'noj fazы гипертонической болезни и значение сонного торможения в этом анализе.* (Clinico-physiological analysis of the neurotic syndrome of the initial phase of hypertonic illness and the significance of sleep inhibition in this analysis.) *Zh. Nevropat. Psichiat.*, 1952, 52(9), 42-48.—Where disturbances of cortical neurodynamics are characterized by a sharp predominance of excitatory processes, sleep therapy should be postponed until failure of other therapeutic measures to reduce the excessive excitation has been shown. Where pathophysiological analysis of neurotic manifestations establishes an undeniable tendency on the part of the nervous system to the development of inhibitory processes, sleep therapy is indicated. Recognition of the initial phase of hypertension as the "neurotic phase" means that treatment of this condition should begin

with the first signs of vascular instability.—*I. D. London.*

6058. Arlow, Jacob A. (*Columbia U., New York.*) *Anxiety patterns in angina pectoris.* *Psychosom. Med.*, 1952, 14, 461-468.—The nature of the anxiety accompanying angina attacks was studied by recourse to data collected on 12 patients during a 6-month interval of psychotherapy. It is concluded that fear of death is not the sole content but rather that the angina attack becomes the current "focus and point of discharge for earlier significant anxieties." Prolonged anxiety has no "special etiologic relationship" to the heart condition. 21 references.—*L. A. Pennington.*

6059. Bacon, Catherine L., Renneker, Richard, & Cutler, Max. *A psychosomatic survey of cancer of the breast.* *Psychosom. Med.*, 1952, 14, 453-460.—Psychological and psychiatric data abstracted from medical histories along with the observations by interviewers of 40 patients suggested the major behavior characteristics to include: (1) masochistic character formations, (2) inhibited sexuality and motherhood, (3) the inability to release anger, aggression, and hostility, (4) the denial of unresolved conflicts involving the mother. These and other findings are discussed in relation to organ choice for cancer.—*L. A. Pennington.*

6060. Blum, Gerald S., & Kaufman, Jewel B. (*U. Michigan, Ann Arbor.*) *Two patterns of personality dynamics in male peptic ulcer patients as suggested by responses to the Blacky Pictures.* *J. clin. Psychol.*, 1952, 8, 273-278.—The Blacky Pictures were administered to 14 male peptic ulcer patients. "Exploration of the scored responses, in conjunction with those of three control groups, uncovered two opposite trends within the ulcer sample. Whereas all the ulcer cases wrote strongly oral stories, only one-half selected multiple-choice alternatives indicating oral conflict in the inquiry items on Cartoon 1. The discrepancy between close-to-conscious expression of oral needs in the one half, contrasted with obvious attempts at denial in the other, suggested the hypothesis that there may be two very different patterns of ulcer dynamics.—*L. B. Heathers.*

6061. Brickner, Richard M. *Unexpected effect of rage on anginal pain.* *Psychosom. Med.*, 1952, 14, 468.—A brief case incident in which a male patient awoke consequent to his wife's pouring a glass of water. Enraged, the anginal pain disappeared. This is interpreted as a vestigial reaction based upon an old pattern of demand upon his mother.—*L. A. Pennington.*

6062. Chlenov, L. G., Ioselevich, F. I., Rolle, S. D., Sorokina, N. V., & Frenkel', O. M. *Ob izmeneniiakh analizatornykh funktsii pri gipertoniceskoi bolezni.* (On changes of the analytical function in cases of hypertonic illness.) *Zh. Nevropat. Psichiat.*, 1952, 52(9), 28-35.—A study of the changes induced by hypertension in the functions of the gustatory, olfactory, auditory, tactile, and vestibular analyzers,

particularly under the influence of therapeutic intervention of several kinds.—*I. D. London.*

6063. Delay, J., Pichot, P., Perse, J. & Aubry, J.-L. (*Hôpital Sainte-Anne, Paris, France.*) *Étude expérimentale des modifications psychologiques produites par les traitements à l'A.C.T.H. et la cortisone.* (Experimental study of psychological changes induced by ACTH and cortisone therapy.) *Encéphale*, 1952, 41, 393-406.—This is an analysis of the results of tests given to 11 chronic rheumatic patients (mean age 42 years) before and again after 10 days of ACTH and/or cortisone therapy. The tests included R. B. Cattell's Culture Free Intelligence Test, a vocabulary (synonyms) test by Binois and Pichot, The Minnesota Multiphasic Personality Inventory, and Cattell's factor F test in a French adaptation. Contrary to clinical expectation, the results indicate that there is a slight decrease in test intelligence after treatment. The MMPI scores show a decrease in neuroticism. In general the changes are similar to those observed after lobotomy and during alcohol intoxication.—*M. L. Simmel.*

6064. Freedman, Lawrence Z., Redlich, Frederick, C., Eron, Leonard D., & Jackson, Edith B. (*Yale U., New Haven, Conn.*) *Training for childbirth; remembrance of labor.* *Psychosom. Med.*, 1952, 14, 439-452.—Clinical observations and interview data obtained from study of 21 expectant mothers who were queried 48 hours and again after 6 weeks following childbirth indicated no accompanying "gross generalized amnestic process."—*L. A. Pennington.*

6065. Hecht, Irving. (*V.A. Hosp., Bronx, N. Y.*) *The difference in goal striving behavior between peptic ulcer and ulcerative colitis patients as evaluated by psychological techniques.* *J. clin. Psychol.*, 1952, 8, 262-265.—A 4-trial level of aspiration task was given to 30 peptic ulcer and 30 ulcerative colitis patients. The ulcer patients tended to have positive D-scores somewhat more frequently than the colitis patients. Remarks made spontaneously by the S's during the test were classed by judges as being assertive or passive in quality. The judges classified 12 of the 13 ulcer group statements as aggressive, 9 of the 10 colitis group statements as passive. The results support the clinical observation that ulcer patients are more hard driving and less willing to give up than are colitis patients.—*L. B. Heathers.*

6066. Kahn, L., & Brown, G. *Wetzel grid analysis of rheumatic children.* *J. Pediat.*, 1952, 41, 47-53.—A comparison of the distribution on the Wetzel grid of 157 children from 5 to 14 years at the initial episode of acute rheumatic fever with that of 3,366 normal grade school children points to growth failure among the rheumatic children. On a follow-up of these children, however, 93% demonstrated marked improvement in growth and development. The use of the Wetzel grid in following the individual child with rheumatic fever is suggested.—*M. C. Templin.*

6067. Kaldegg, A. (*Guy's Hosp., London, Eng.*) *Migraine patients: a discussion of some test results.* *J. ment. Sci.*, 1952, 98, 672-682.—Wechsler-Bellevue, Progressive Matrices, and Rorschach results on 20 patients suggest that migraine can be found in all intelligence levels, although there may be higher incidence in higher intelligence ranges. No personality profile of a consistent sort was shown, the expected obsessive-compulsive features being absent. 20 references.—*W. L. Wilkins.*

6068. Konovalov, N. V., & Schmidt, E. V. *Nekotorye voprosy étiologii i patogeneza gipertonicheskoi bolezni.* (Several problems in the etiology and pathogenesis of hypertonic illness.) *Zh. Nevropat. Psichiat.*, 1952, 52(9), 3-10.—A discussion, in terms of Pavlovian principles, of the "mechanisms which cause disturbance of higher nervous activity and lead to the development of hypertension." "Psychic factors" are an important consideration.—*I. D. London.*

6069. Kotkov, Benjamin, & Murawski, Benjamin. *A Rorschach study of the personality structure of obese women.* *J. clin. Psychol.*, 1952, 8, 391-396.—To determine whether obese women reflected a typical personality structure, Rorschachs were given to obese and "ideal weight" volunteers. Hypotheses regarding Rorschach signs were formulated on the basis of a pilot study of 30 obese and 21 ideal weights. Fourteen of 57 hypotheses supported by the pilot study were checked on a second group of 46 obese and 34 ideal weights. For this group, but not for the pilot group, age, IQ, marital state, and career vs. housewife status did not differentiate the groups. Using a one-tailed test, 10 of the 14 hypotheses remained significant at at least the .10 level. A general personality picture of obese women is outlined on the basis of these findings.—*L. B. Heathers.*

6070. Le Vay, David. *Hans Selye and a unitary conception of disease.* *Brit. J. Phil. Sci.*, 1952, 3, 157-168.—Selye has provided an integrating medical concept which he has termed the General Adaptation Syndrome. Basic to Selye's system is "the tenet that all living organisms respond to stress and that the basic reaction pattern is always the same, irrespective of the agent used to produce stress." Failures of the syndrome are called diseases of adaptation. The adaptation syndrome concerns primarily the function of the anterior pituitary and the adrenal cortex. The first action of a stressor is to stimulate the anterior pituitary which produces the adrenal corticotrophic hormone, ACTH. This substance in turn stimulates the adrenal cortex, the corticoid hormones of which produce widespread effects on "target" organs. Since conditioning factors may considerably alter the reaction pattern to stress, individuals demonstrate diverse symptomatology. Stress factors may be emotional as well as physical and thus Selye's work is regarded as having important implications for psychosomatic medicine.—*P. E. Lichtenstein.*

6071. Mandy, Arthur J., Mandy, Theodore E., Farkas, Robert, & Scher, Ernest. (*Sinai Hosp.*,

*Baltimore, Md.) Is natural childbirth natural?* *Psychosom. Med.*, 1952, 14, 431-438.—By review of the experimental and clinical studies in which trained and untrained pregnant women show no significant differences in attitudes toward childbirth, it is concluded that G. D. Read's emphasis upon training in relaxation has been exaggerated. 16 references.—L. A. Pennington.

6072. Marquis, Dorothy P., Sinnett, E. Robert, & Winter, William D. (*U. Michigan, Ann Arbor.*) *A psychological study of peptic ulcer patients.* *J. clin. Psychol.*, 1952, 8, 266-272.—"A battery of psychological tests was administered to 16 male adult patients with active peptic ulcer. On the basis of test results, two types of 'ulcer personality' were distinguished, and designated the 'Primary' ulcer type and the 'Reactive' ulcer type. Both groups show in common marked oral fixations, sexual maladjustment secondary to strong dependency needs, feelings of inferiority, and 'nervous' tension. They are clearly differentiated, however, with regard to their acceptance or denial of their dependency needs."—L. B. Heathers.

6073. Marty, Pierre. *Les difficultés narcissiques de l'observateur devant le problème psychosomatique.* (The narcissistic difficulties of the observer in the psychosomatic problem.) *Rev. frang. Psychanal.*, 1952, 16, 339-357.—The approach of psychosomatic realities often arouses in the observer a certain number of neurotic resistances narcissistic in type which raise an obstacle in the pursuit of scientific work. Tendencies to schematization and to forced research of objectives arbitrarily defined are aspects of this resistance.—G. Rubin-Rabson.

6074. Rosen, Samuel Richard, & Appel, Jesse. *A speculation on the psychodynamics of certain psychosomatic disorders.* *Psychoanal. Rev.*, 1952, 39, 322-328.—Psychosomatic manifestations are felt to be organ-psychosis phenomena. The organ with some predisposed lability takes on added libidinal energy from the psyche leading to hyper-energizing, hypermotility, hypersecretion, spasm, etc. With psychotherapy the added libido is freed to return to the psyche but a restitution process is required to assimilate it. This restitution process will show itself in varying degrees of psychotic behavior patterns. The same organism can have multiple psychosomatic disorders previously incorrectly linked in the literature with specific personality types.—D. Prager.

6075. Sniakin, P. G. *Sostojanie zritel'nogo analizatora pri gipertonicheskoi bolezni.* (The state of the visual analyzer in hypertonic illness.) *Zh. Nevropat. Psichiat.*, 1952, 52(9), 22-27.—A study of the increase and decrease of excitability in the visual analyzer in cases of hypertension.—I. D. London.

6076. Sperling, Melitta. *Psychogenic diarrhea and phobia in a six-and-a-half-year-old girl.* *Amer. J. Orthopsychiat.*, 1952, 22, 838-848.—This detailed description of the case of a 6½-year-old girl with psychogenic diarrhea and phobia illustrates the thesis

that psychosomatic problems, like all other psychological expressions, have underlying dynamic constellations. When Ellen was helped through analysis and through the changing attitude of the mother to resolve her dependency conflict and to free herself in reality, she no longer needed the phobic clinging nor the diarrhea as the symptomatic expressions of an unresolved dependency conflict.—R. E. Perl.

6077. Van den Berg, J. H. *Psychologie van het ziekenbed.* (Psychology of the sick-bed.) *Nijkerk: Callenbach*, 1952, 47 p. Hfl. 1.90.—The transitoriness of the existence, sickness and death are for modern man concealed threats. Thus modern man becomes a bad sick-visitor and a bad patient, as it confronts him with tasks for which he is not prepared. Death is considered to be a symptom of sickness and no more the quality which makes a unity of life. As further drawbacks are given the being cut off from normal life, the conflict with the bed and with the own body. As a bright side is mentioned the discovery of a new life, the sensibility to the little. Several advices for the sick-visitor and finally some observations on the contact of the patient with his doctor are given.—M. Dresden.

#### CLINICAL NEUROLOGY

6078. Bailey, D. S. G. M., Donovan, J. F., & Galbraith, A. J. (*St. Francis Hosp., Haywards Heath, Sussex, Eng.*) *Clinical and EEG aspects of psychiatric disorders associated with tetany.* *J. ment. Sci.*, 1952, 98, 618-629.—Many psychotic-like reactions are found. Chronic fatigue may precede an attack. EEG results suggest a reversible metabolic encephalopathy. 18 references.—W. L. Wilkins.

6079. Davidenkov, S. N., & Lev, A. A. *K voprosu o fokal'noi epilepsii v sviazi s dannymi elektro-enzefalografi.* (On focal epilepsy in connection with the data of electroencephalography.) *Zh. Nevropat. Psichiat.*, 1952, 52(6), 37-42.—Electro-encephalographic research demonstrates that the whole brain participates in complex epileptic seizure, although the epileptic discharge frequently begins in individual analyzers and then spreads throughout the cortex "in accordance with the general laws of irradiation of the stimulatory process."—I. D. London.

6080. Keeler, W. R., & Bender, Lauretta. (*Bellevue Hosp., New York.*) *A follow-up study of children with behavior disorder and Sydenham's chorea.* *Amer. J. Psychiat.*, 1952, 109, 421-428.—A 3-to-15 year follow-up study was conducted on 20 patients who were admitted to the children's ward of the psychiatric division of Bellevue Hospital. The poor social adjustment and psychiatric outcome appeared to depend upon (1) social and emotional deprivation, (2) pre-existing disease other than the chorea, i.e., encephalitis and schizophrenia, (3) a low IQ, (4) a profound reading disability, (5) a prolonged serious illness that interfered with their normal education and personality development,

(6) a possible permanent damage or long-continued organic brain disturbance by the rheumatic process.—*F. W. Snyder.*

6081. **Marty, Robert.** (*Hôpital Sainte-Anne, Paris, France.*) *Les troubles psychiques dans les néoformations intracraniennes.* (Psychological symptomatology in intracranial neoplasms.) *Encéphale*, 1952, 41, 444-448.—This is a systematic review of the literature on localized space occupying intracranial lesions. The first part deals with general changes, e.g., symptoms related to increased intracranial pressure, tumor symptomatology proper, differential diagnosis. The second part contains a discussion of mental changes as related to specific foci of lesion and type of tumor. Over 400-item bibliography.—*M. L. Simmel.*

6082. **Munro, Donald.** (*Harvard U. Med. Sch., Boston, Mass.*) *The treatment of injuries to the nervous system.* Philadelphia: W. B. Saunders, 1952. xvi, 284 p. \$7.50.—Written primarily for the surgeon and general practitioner, the book has a practical, treatment-oriented classification of traumatic neural involvement. Psychological aspects of disablement and rehabilitation are discussed and there is a general chapter on rehabilitation.—*L. I. O'Kelly.*

6083. **Pond, D. A.** (*Maudsley Hosp., London, Eng.*) *Narcolepsy: a brief critical review and study of eight cases.* *J. ment. Sci.*, 1952, 98, 595-605.—No evidence for an epileptic basis to narcoleptic seizures was found in physiological, psychological, and psychopathological studies of the patients, but the personality studies suggested some common character traits. 53 references.—*W. L. Wilkins.*

6084. **Remy, Maurice.** *Zur Frage der photogenen Epilepsie.* (The problem of photic epilepsy.) *Mschr. Psychiat. Neurol.*, 1951, 121, 230-239.—Three cases of photic epilepsy are reported in which myoclonic jerkings and epileptic seizures were produced by rhythmic stimulation by means of an Artex-stroboscope. The previous seizures suffered by these patients were produced only by the interplay of light and shadow. Thorough psychiatric investigation in 2 of these cases could give no evidence for a genuine, symptomatic or posttraumatic epilepsy.—(Courtesy of *Biol. Abstr.*)

6085. **Shapiro, M. B.** (*Maudsley Hosp., London, Eng.*) *Experimental studies of a perceptual anomaly. II. Confirmatory and explanatory experiments.* *J. ment. Sci.*, 1952, 98, 605-617.—The Block Design Rotation Test produced significant differences between patients diagnosed as brain-damaged and those diagnosed as without such damage.—*W. L. Wilkins.*

6086. **Sjögren, Hakon.** *Clinical analysis of Morbus Alzheimer and Morbus Pick.* *Acta Psychiat. Kbh.*, 1952, *Suppl.* 82, 69-118.—In 80 cases a pronounced spontaneity is found when the diagnosis is Morbus Alzheimer. This finding opposes the view in the literature that hyperactivity characterizes Morbus Alzheimer. In none of the Pick cases were

gait disturbances observed. A pneumoencephalographic differential diagnosis between the two diseases is not possible. All cases show progressive dementia and aphasia.—*D. Prager.*

6087. **Sjögren, Torsten.** *A genetic study of Morbus Alzheimer and Morbus Pick.* *Acta Psychiat. Kbh.*, 1952, *Suppl.* 82, 9-64.—In 80 cases the average age at onset is about 55 yrs. The average age at death is about 62 yrs. The possibility of a multi-factorial inheritance is greater for Alzheimer than for Pick. The morbidity risk for parents and siblings is higher for Pick than for Alzheimer. About 10% of all senile and presenile psychoses are cases of either Morbus Pick or Morbus Alzheimer.—*D. Prager.*

6088. **Williams, Harold L.** *The development of a Caudality Scale for the MMPI.* *J. clin. Psychol.*, 1952, 8, 293-297.—Item analyses were done on MMPI's from 116 brain damaged patients. The items selected for the revised Ca (Caudality) Scale and T-scores for this scale are presented. In general patients with frontal and parietal lesions are more like each other than they are like patients with frontal lesions. It appears that the MMPI scores of the brain damaged groups on the scale are "associated with caudality in the broad sense, rather than specifically parietal-frontal localization. In addition, the results imply that the reactions associated with parietal and temporal damage are secondary to the frustration and stress imposed by disablement."—*L. B. Heathers.*

6089. **Wodak, E.** *Experimental nystagmus of the eye-lids in a case of epilepsy.* *Acta oto-laryng., Stockh.*, 1951, 39, 258-262.—Vestibular responses to caloric stimulation are reported in a single case of a 23-year-old male with a history of 6 years of epileptic seizures. Both ears showed caloric hyperexcitability and some unusual responses, for example, a coincidence of eye-lid and bulb nystagmus. It is inferred that the epilepsy prevents the normal checking function of the central mechanisms on vestibular responses.—*I. J. Hirsh.*

(See also abstract 5972)

#### PHYSICALLY HANDICAPPED

6090. **Christensen, Aage V.** *Studies on the psychology of hearing.* *Acta oto-laryng., Stockh.*, 1951, 39, 95-101.—The writer, himself deafened, discusses the psychological concomitants of the hard of hearing and the deaf and compares them, briefly, with those of the blind. In addition to the loss of communication with his fellows, the deaf person is described as deprived of emotion because the acoustic environment contributes so much to emotional growth. It is recommended that scientific analysis of the psychology of the deaf be extended and applied to psychotherapy, the aim of which is adjustment to the hearing defect.—*I. J. Hirsh.*

6091. **Hamberger, C. A., & Lidén, G.** (*Caroline Hosp., Stockholm, Sweden.*) *The prognosis in hearing injuries following acoustic shot traumata.* *Acta oto-laryng., Stockh.*, 1951, 39, 160-165.—76 of the 161

cases of impaired hearing after gunfire reported by Hagerman in 1942 were reexamined, this time the observation period having covered about 5 years. 6 of the 76 had completely recovered and 4 of these 6 had recovered in 3 months as shown in Hagerman's report. It is concluded that no further improvement in hearing can be anticipated after the first few months after exposure to gunfire, and that a ruptured ear drum appears to lessen the effects of acoustic trauma.—I. J. Hirsh.

6092. Ivstam, Bertel. (*U. Hosp., Lund, Sweden.*) **Rubella and deaf-mutism in Sweden.** *Acta oto-laryng.*, Stockh., 1951, 39, 380-387.—Questionnaires were sent to mothers of 538 pupils of Swedish schools for the deaf. Mothers of 12% of the 261 children with deafness of doubtful origin had had rubella within the first four months of pregnancy. A relation between overall incidences of rubella through seven years and the frequency of deaf children born to mothers with rubella is shown. The incidence of rubella in the later stages of pregnancy appears to result in fewer fetal anomalies. Prophylactic measures such as deliberate infection of young girls with rubella and the use of gamma globulin or convalescent serum in pregnant women who are exposed to rubella are discussed. 31 references.—I. J. Hirsh.

6093. Johnsen, Steen. **Erythroblastosis foetalis and deafness.** *Acta oto-laryng.*, Stockh., 1951, 39, 176-178.—A case is reported of an 11-year-old girl with severe perceptive deafness in both ears that has been present since infancy. The aetiology is clearly due to erythroblastosis foetalis as a result of incompatibility between the Rh-groups of mother and child.—I. J. Hirsh.

6094. Krusen, Frank H. **New frontiers in rehabilitation.** *Crippled Child*, 1952, 30(4), 12-14.—Each community should develop a program of physical medicine and rehabilitation to achieve the new concept of rehabilitation: the physical, mental and vocational powers of the individual are improved to the point where he can compete with equal opportunity with the so-called non-handicapped.—G. S. Speer.

6095. Martin, P., & Aubert, M. **Sur la psychophysiopathologie des vertiges et des bourdonnements d'oreille.** (The psychophysiopathology of vertigo and buzzing of the ear.) *Pr. méd.*, 1952, 60, 946-947.—While ear buzzing may indicate an irritation of Corti's organ or the auditory temporal cortex, it may also come with deafness and with the tonality corresponding to the auditory gap and may represent the positive side of the sensory defect, namely, the awareness of the sensory screen of audition. A therapy for such ear buzzing may be the restoration of hearing or if this fails, a psychiatric treatment aiming at acceptance of the sensory defect, or a neurosurgical treatment to destroy the receptive corticothalamic formations so that such patients might be made cortically deaf.—(Courtesy of *Biol. Abstr.*)

6096. Milman, Doris H. **Group therapy with parents; an approach to the rehabilitation of physically disabled children.** *J. Pediat.*, 1952, 41, 113-

116.—Through a series of group therapy interviews the significant attitudes and defense mechanisms of parents of disabled children were brought out. The therapeutic aims of the program were to minimize feelings of isolation and difference; to acquaint parents with the purposes of the program for children; and to aid each parent to gain a realistic understanding of his child. The effects of the program were judged valuable.—M. C. Templin.

6097. Oléron, Pierre. **Le rôle du langage dans le développement mental; contribution tirée de la psychologie de l'enfant sourd-muet.** (The role of language in mental development; a contribution drawn from the psychology of the deaf-mute child.) *Enfance*, 1952, 5, 120-137.—From objective studies it is found that in deaf-mutes there is an absence or insufficiency of certain notions of which language permits the transmission to the individual; that the mental functions of the deaf-mute are oriented to the concrete; that in consequence of instrumental limitations the mental functions of the deaf-mute do not have easy access to certain liberties. 28 references.—F. C. Sumner.

6098. Seelenfreund, B. **A new method of diagnosis in deafness due to circulatory disorder.** *Acta oto-laryng.*, Stockh., 1951, 39, 238-240.—To investigate the rationale of treating deafness due to circulatory disorders with vasodilating drugs, the author produced mechanical hyperemia by headdown posture, keeping the head in line with the longitudinal axis of the body. Audiograms made in this position were mostly the same as in the sitting position for normals, but some showed improvement in cases of hearing loss due to disturbed blood supply to the cochlea.—I. J. Hirsh.

6099. World Health Organization. **Joint Expert Committee. Rehabilitation of the physically handicapped child.** *Chron. World Hlth Org.*, 1952, 6, 329-331.—A prospectus of the forthcoming report (No. 58 in the World Health Organization: Technical Report Series) of the Joint Expert Committee's point of view and approach to problems of prevention of handicaps, physical rehabilitation and emotional adjustment, educational guidance and employment, and special disabilities.—J. C. Franklin.

(See also abstracts 5567, 5962)

#### EDUCATIONAL PSYCHOLOGY

6100. Boehm, Léonore. **Les tendances nouvelles de l'éducation préscolaire aux Etats-Unis et leurs aspects psychologiques.** (New trends in pre-school education in the United States and their psychological aspects.) Neuchâtel, Switzerland: Delachaux & Niestlé, S. A., 1952. 224 p. Sw.fr. 7.50.—The first part of the book deals with the psychology of the young child and stresses the fact that in the U. S. education functions as applied child study. The emotional and social progress is more emphasized than the intellectual development; child psychology is closely connected with mental hygiene and psychoanalysis. There is less compulsion on the child

than in any other country. The second part gives the history of the U. S. infant schools and discusses their principles and activities and the relationship between parent and school. Bibliography.—*M. Haas.*

6101. Dice, Lee R. (*U. Michigan, Ann Arbor.*) **Heredity and population betterment.** *Sci. Mon.* N. Y., 1952, 75, 273-279.—Points from a brief review of some of the principles of genetics and some of the social and biological factors that affect the heredity of the population are brought to bear on problems of interest to educators.—*B. R. Fisher.*

6102. Schmid, Calvin F., & Shanley, Fred J. (*U. Washington, Seattle.*) **Techniques of forecasting university enrollment.** *J. higher Educ.*, 1952, 23, 483-488; 502-503.—2 basic demographic techniques, the "ratio" method and the "cohort-survival" method, are described. The relative efficiency of these techniques is tested by deriving enrollment forecasts for the University of Washington and comparing these with the actual enrollment for the fall term of 1951. The cohort-survival method is the more complicated and laborious, but appears also to be the more reliable. The medium estimate for 1951 enrollment using this method was 13,400; the actual enrollment, 13,297.—*M. Murphy.*

6103. Spranger, Otto. **Psychoanalytic pedagogy.** *Psychoanalysis*, 1952, 1(2), 59-70.—The author states that of all the social sciences pedagogy has availed itself least of the potential resources of psychoanalysis. But as modern education moves from a process of imparting knowledge to a concern with the "whole child," psychoanalysis begins to put to stern test the depth and sincerity of such ideas in educational practice. Among obstacles to the extension of psychoanalysis to education, the author sees the deepest problem in the scope of analysis itself and in its ultimate concern not with selected individuals but with sizable segments of society and finally with society itself. The infinite potential of psychoanalysis for education must be reduced to specific and limited contributions before its influence on contemporary educational procedures will increase.—*L. E. Abt.*

6104. Wise, W. M., & Brady, Marna V. **Proceedings of the American College Personnel Association Twenty-fourth Annual Meeting, Chicago, Illinois, March 26-29, 1951.** *Educ. psychol. Measmt.* 1951, 11, 667-812.—Papers published include: "The common goals of counseling" by Hayward Keniston; "The implications of the student personnel philosophy" by W. M. Wise; "The need for adequate criteria when evaluating college student personnel programs" by Eric N. Rackham; "The place of residence hall organization in the student personnel program" by Preston B. Albright; "The integration of a psychiatric clinic with a student personnel program" by Laura E. Richards; "Contributions of the social worker to the student personnel program" by Merrill B. Conover; "From adviser to counselor" by George A. Pierson & Sydney W. Angleman; "Motivating factors in in-service training of faculty

counselors" by William Coleman; "The use of practicums and internships in counselor training" by Royal B. Embree, Jr.; "Four uses for psychological tests in counseling" by Edward S. Bordin; "The diagnostic use of tests in counseling and personnel work" (abstract) by Lee J. Cronbach; "Making test scores more useful for prediction" by Norman O. Frederiksen; "Test information and learning in the counseling process" by John W. Gustad; "The selection and training of student leaders in the student personnel program" by Martin L. Harvey; "Participation of student government in the student personnel program" by Dennis Trueblood; and "Relative validity of the Q and L scores of the ACE Psychological Examination" by Ralph Berdie, Paul Dressel, & Paul Kelso.

(See also abstracts 5556, 6014)

#### SCHOOL LEARNING

6105. Bloom, Benjamin S., & Ward, F. Champion. (*U. Chicago, Ill.*) **The Chicago Bachelor of Arts degree after ten years.** *J. higher Educ.*, 1952, 23, 459-467.—In this program the Bachelor's degree is awarded upon the completion of a four-year college course which begins at the end of the 10th year of schooling. A representative group of students in the program who expected to be graduated in June took the Graduate Record Examinations in the spring of 1952 including the Tests of General Education and two of the Advanced Tests. The percentage of students exceeding the national median ranged from 80 to 100. On the General Education Index 99% exceeded the national median.—*M. Murphy.*

6106. Case, Harry W. (*U. California, Los Angeles.*) **The relationship of certain tests to grades achieved in an industrial class in aircraft design.** *Educ. psychol. Measmt.* 1952, 12, 90-95.—Conclusions from the administration of a series of tests to 28 semi-technical employees who had been selected for a class in aircraft design are: general capacity, as measured by the Otis Self-administering Test of Mental Ability, and the California Capacity Questionnaire; the ability to determine spatial relations, as measured by the Survey of Space Relations Ability; and high computational interests, as measured by the Kuder Preference Record, are related to success in such a class.—*A. J. Sprow.*

6107. Dahlberg, Charles C., Roswell, Florence, & Chall, Jeanne. (*City Coll., New York.*) **Psychotherapeutic principles as applied to remedial reading.** *Elem. Sch. J.*, 1952, 53, 211-217.—Therapeutic factors in the remedial situation may be made more intentional and thereby more constructive. The authors show how children with reading disabilities who are also emotionally disturbed, are given individual help in reading. They explain the establishment of rapport, the structuring of the remedial sessions, permissiveness and acceptance, the guarded use of interpretation, the maintaining of objectivity, and the termination of tutor-pupil contacts.—*S. M. Amatora.*

6108. Delp, Harold A. (*Training Sch., Vineland, N. J.*) An appraisal of citizenship training through the use of a contest system and objective tests. *Educ. psychol. Measmt.*, 1952, 12, 503-514.—Group testing data emphasizing general ability rather than actual citizenship behavior do not successfully select outstanding young citizens. Follow-up visitation to the home communities of winners in the Nebraska Young Citizens Contest revealed this deficiency and the need for reexamination of the methods and procedures now being used to provide character and citizenship training. Several recommendations are made for improvement of this training.—W. Coleman.

6109. Freinet, C. *Le cinéma au service de l'école moderne et de la vie.* (Movies at the service of the modern school and of life.) *Enfance*, 1952, 5, 171-176.—Discussed are the advantages of audio-visual movies in the school and ways in which school movies may be improved: designing of them more as answers to questions of the children; stressing of action and activity by showing practical problem situations and just what is done in the solution of them; introduction of color and possibly, depth in educational films; providing of recreational films for the school.—F. C. Sumner.

6110. Jackson, Robert. (*Michigan State Coll., E. Lansing.*) A comparison of diagnostic reading tests with certain other criteria. *Educ. psychol. Measmt.*, 1951, 11, 603-604.—That the Triggs Diagnostic Reading Test and the Cooperative English Test C2 are equally related to the ACE Psychological Examination; Forms A and B of the Diagnostic Reading Test are comparable; and The Diagnostic Reading Test is positively related to the Cooperative English Test C2, are the conclusions of this study.—A. J. Sprow.

6111. Johnson, Granville B. (*Emory U., Ga.*) A comparison of two techniques for the improvement of reading skills at the college level. *J. educ. Res.*, 1952, 46, 193-205.—In succeeding years 2 techniques were employed to improve the reading ability of college freshmen deficient in this ability. In the first method reading skills were taught directly; in the second group psychotherapy was used and reading considered only with reference to the psychology of learning. Both methods improved reading ability to approximately the same extent. The second also appeared to exert some influence on performance in the Quantitative ACE score and on some factors of "Self" and "Social" adjustment on the California Test of Personality.—M. Murphy.

6112. Kimball, Barbara. (*Youth Guidance Center, Worcester, Mass.*) The sentence-completion technique in a study of scholastic underachievement. *J. consult. Psychol.*, 1952, 16, 353-358.—A sentence completion test was used to study the relationship between scholastic underachievement and certain personality factors. Subjects were 20 adolescent boys of high intelligence who were failing in their school work. Results: (1) "A significantly higher number . . . revealed an essentially negative rela-

tionship with their fathers than did a control population." (2) "Aggressive feelings were a source of guilt and anxiety more frequently among the under-achievers than in the total population, and (they) were less able to give direct expression to their negative feelings."—F. Costin.

6113. Lal, Maya Shankar. Arithmetic ability in relation to socioeconomic status of students and efficiency of school instruction in general. *Indian J. Psychol.*, 1949, 24, 66-77.—Arithmetic ability was considered in relation to socio-economic status of students and efficiency of school instruction in general. 1000 students of Class VIII, in the local Hindustani Institution of Lucknow City, were tested, resulting in the conclusion that arithmetical ability is little affected by better socio-economic status, though it is affected adversely by poor socio-economic status and it is positively and significantly correlated with the efficiency of school instruction.—G. E. Bird.

6114. Levy, Ronald. Peirce's theory of learning. *Educ. Theory*, 1952, 2, 151-157; 176.—A "spontaneity" conception of the learning process is developed on the basis of statements from the writings of Charles Sanders Peirce. The combined ideas of instruction, planning, interaction, and freedom constitute the 4 factors that are necessary if spontaneity is to have practical utility in the learning situation. Direct, rigidly structured situations prevent unpredicted events from occurring, squelch interactions, and eliminate the important element of surprise. Planning for spontaneity involves setting the stage or situation in which the spontaneous activity is to take place. But outcomes are not anticipated exactly or known completely by either the teacher or the students. Peirce's views as to the fallibility of knowledge, the immediacy of perception, the nature of interpersonal relations, and the continuity of the learning process are discussed.—A. E. Kuenzli.

6115. Lore, James Irvin, III. A comparison of the first year of oral and silent reading achievement of functional articulatory deviates with that of normal speakers. *Dissertation Abstr.*, 1952, 12, 843.—Abstract of Ed.D. thesis, 1952, U. Missouri. Microfilm of complete manuscript, 92 pages, \$1.15, University Microfilms, Ann Arbor, Mich., Publ. No. 4275.

6116. Miel, Alice. (*Columbia U., New York.*) Cooperative procedures in learning. New York: Bureau of Publications, Teachers Coll., Columbia University, 1952. x, 512 p. \$3.75.—Actual experiences of a group of experimentally minded teachers trying to develop more skill in working cooperatively with pupils is reported. Some verbatim reports of group planning sessions are given, together with analysis and appraisal of the methods tried and results that followed. Cooperative procedures are viewed as skills to be learned and also as a method of increasing the quality of learning. Part I deals with the planning aspect, including time, studies, products, school problems and evaluations. Part II analyzes the trouble points met by teachers, such as

how to get started with cooperative procedures, the type of teacher preparation necessary, how to develop group membership skills, pupil leadership, the needs of individuals within the group, record keeping and the evidence of pupil growth. The final chapter summarizes the teacher's responsibility and the problems involved in such school experimentation.—*S. M. Amatora*.

6117. Rankin, Paul Tory. **The measurement of the ability to understand spoken language.** *Dissertation Abstr.*, 1952, 12, 847-848.—Abstract of Ph.D. thesis, 1926, U. Michigan. Microfilm of complete manuscript, 501 pages, \$6.26, University Microfilms, Ann Arbor, Mich., Publ. No. 4362.

6118. Sen, J. M. **Training in mathematics vocabulary.** *Indian J. Psychol.*, 1949, 24, 62-65.—Comparatively little advance was observed in knowledge of mathematical vocabulary, simultaneously in English and Bengali, under the usual teaching. Definite and consistent gain, however, was evident both in knowledge of technical vocabulary and in ability to solve problems, as a result of specific training in mathematical vocabulary. Also, vocabulary training does help pupils to understand and work concrete problems.—*G. E. Bird*.

6119. Solomon, Marvin David. **The personality factor of rigidity as an element in the teaching of the scientific method.** *Dissertation Abstr.*, 1952, 12, 854.—Abstract of Ed.D. thesis, 1951, Michigan State Coll. Microfilm of complete manuscript, 193 pages, \$2.41, University Microfilms, Ann Arbor, Mich., Publ. No. 4326.

6120. Triggs, Frances Oralind. **The development of measured word recognition skills, grade four through the college freshman year.** *Educ. psychol. Measmt.*, 1952, 12, 345-349.—Section IV of the Diagnostic Reading Tests was administered to students ranging from grade 4 through college freshmen. The data indicate that there is very little gain in the ability to hear and match sound from grade six through the college freshmen level.—*W. Coleman*.

6121. Webb, Sam C. (*Emory U., Ga.*) **A generalized scale for measuring interest in science subjects.** *Educ. psychol. Measmt.*, 1951, 11, 456-469.—A generalized scale for the measurement of interest in the natural science subjects of botany, chemistry, geology, physics, psychology, and zoology at the college level was constructed. Details of the construction are given. The scale was administered by the Likert and Thurstone techniques and a comparison of the 2 techniques made.—*A. J. Sprow*.

(See also abstracts 5581, 5651)

#### INTERESTS, ATTITUDES & HABITS

6122. Anderson, Mary Roberdeau. **A descriptive study of values and interests of four groups of graduate women at the University of Minnesota.** *Dissertation Abstr.*, 1952, 12, 851-852.—Abstract of Ph.D. thesis, 1952, U. Minnesota. Microfilm of complete manuscript, 159 pages, \$1.99, University Microfilms, Ann Arbor, Mich., Publ. No. 4122.

6123. Ehrmann, Winston W. (*U. Florida, Gainesville.*) **Student cooperation in a study of dating behavior.** *Marriage Fam. Liv.*, 1952, 14, 322-326.—A report "to illustrate the way in which certain techniques were employed. The primary purposes are to describe dating behavior in terms of varying degrees of physical love-making intimacies, the individual's control of this behavior in terms of the attitudes of the individuals. The social class of the individual plays a significant part in the pattern.—*M. M. Gillet*.

6124. Gustad, John W. (*Vanderbilt U., Nashville, Tenn.*) **A longitudinal study of social behavior variables in college students.** *Educ. psychol. Measmt.*, 1952, 12, 226-235.—In a study of men veterans enrolled in college, Gustad investigated the following variables: individual activities, group activities, total activities, social behavior, and social preference, and the interrelationship of some of these variables. There seems to be a definite drop in activities upon entrance into college with a gradual resumption of activities although somewhat changed in nature. Student choices of activities seem to be influenced by others in the student's social environment.—*W. Coleman*.

6125. Jung, Christian W., & Fox, William H. **Extracurricular activities in Indiana high schools: the club program.** *Bull. Sch. Educ., Indiana U.*, 1952, 28(4), 53 p.—The purpose of the inquiry was to determine how to improve the club program to take its proper place in the educational program. 57% of high school principals responded to an inquiry form; of these, nine out of ten felt that clubs enrich the curricular phase of the school to some extent, that it is an essential part of the educational program, and that clubs do play a part in terms of the total educational program of the school.—*G. Rubin-Rabson*.

6126. Justman, Joseph, & Wrightstone, J. Wayne. (*New York City Bd. of Educ.*) **A comparison of three methods of measuring pupil status in the classroom.** *Educ. psychol. Measmt.*, 1951, 11, 362-367.—3 sociometric techniques, a variant of the "Guess Who" test, a modified form of the Ohio Social Acceptance Scale, and a modification of Moreno's approach in which each pupil was asked to select the 3 classmates he liked best and the 3 he liked least, were utilized to study the measurement of the status of individual pupils in the classroom.—*A. J. Sprow*.

6127. Lloyd, R. Grann. **Parent-youth conflicts of college students.** *Sociol. soc. Res.*, 1952, 36, 227-230.—Among 1,000 students of 5 colleges in South Carolina, it is concluded from sociological analysis of data collected that (1) it is possible that in the area of social planning the subjects have not yet achieved genuine self-determination, (2) parental interference is hampering the making of a heterosexual adjustment in 30.4%, and (3) it is probable that 47.8% have failed to attain emotional emancipation from their parents.—*A. J. Sprow*.

6128. Loomba, Ram Murti. **Interests of students of philosophy in "arts" subjects taught at the uni-**

versity. *Indian J. Psychol.*, 1949, 24, 78-85.—Students at the University of Lucknow were asked to rank 20 educational subjects, in a given list, in order of their interest in those subjects. Philosophy, including psychology, ranked first, with girls' preference in the lead. English came second. Comparison with courses actually taken for the bachelor's degree showed only 17 students giving the first three interest-ranks to the subjects taken for that degree.—*G. E. Bird.*

6129. Remmers, H. H., Horton, R. E., & Mainer, R. E. (*Purdue U., Lafayette, Ind.*) Does youth believe in the Bill of Rights? *Purdue Opin. Panel*, 1951, 11(1), 16, 15a p. (Rep. No. 30.)—The 60-item questionnaire to test agreement of a 3000-pupil sample of a 15,000 panel of high school students with concepts from the Bill of Rights, *Communist Manifesto*, and principles of the fascist and super-patriot showed an unexpected tendency for many students to reject or deny many basic freedoms. A positive relation of the democratic personality was found with higher socio-economic status, higher level of mother's education, factual information, urbanity, and higher grade level. The authoritarian type was most closely related to 9th graders from the rural South, with low family income and education. A major implication is seen in the "crystallization of attitudes . . . as the pupils progress through school."—*A. L. Martin.*

6130. Smith, William M., Jr. (*Pennsylvania State Coll., State College.*) Rating and dating: a re-study. *Marriage Fam. Lit.*, 1952, 14, 312-317.—"Dating practices" have changed in the past fifteen years, but personality factors are still important.—*M. M. Gillet.*

6131. Strong, Edward K., Jr. (*Stanford U., Calif.*) Interest scores while in college of occupations engaged in 20 years later. *Educ. psychol. Measmt.*, 1951, 11, 335-348.—There is 86% agreement between occupational interest scores of 345 college students and their occupation 20 years later. Continuous employment in an occupation for 20 years causes a slight increase in score, while change in employment is accompanied by changes in interest scores. Those who change their occupations do not have as high mean scores either before or after the change as those who do not change. Differences of scores of freshmen and of seniors are not statistically significant.—*A. J. Sprow.*

6132. Swensen, Jean, & Rhulman, Jessie. (*U. California, Los Angeles.*) Leisure activities of a university sophomore class. *Educ. psychol. Measmt.*, 1952, 12, 452-466.—Over 1200 students at U. C. L. A. responded to a questionnaire concerning their interest and participation in leisure activities. The findings are presented in tabular form and summarized.—*W. Coleman.*

6133. Thompson, George G., & Powell, Marvin. (*Syracuse U., N. Y.*) An investigation of the rating-scale approach to the measurement of social status. *Educ. psychol. Measmt.*, 1951, 11, 440-455.—Ex-

amines the advantages and disadvantages of a rating-scale approach to the measurement of the relative social status of 6th-grade children as compared with the partial-rank-order approach. 9 results are enumerated, and the opinion is expressed that the rating-scale has sufficient advantages over the partial-rank-order procedure typically used to merit development.—*A. J. Sprow.*

6134. Webb, Sam C. (*Emory U., Atlanta, Ga.*) The validity of a generalized scale for comparing interest in natural science subjects. *Educ. psychol. Measmt.*, 1952, 12, 472-489.—Using a 45 item "Generalized Scale for Measuring Interest in Natural Science Subjects," Webb presents 4 sets of data relative to the validity of the scale. (1) Stated *a priori* student preferences were compared with score ranks. (2) For students who had taken 2 to 4 sciences distributions of the rank positions on the inventory "were compared with distributions obtained on the basis of an equal probability hypothesis." (3) "The distributions of ranks of Thurstone scores for pairs of sciences taken by premedical students were obtained; these were tested against distributions obtained on the basis of an equal probability hypothesis." (4) *A priori* estimates of interest levels of student groups in the six sciences studies were compared with the average scores made by the groups on the inventory using the Likert technique. The data generally support the hypotheses tested and the claims of validity for the scale.—*W. Coleman.*

6135. Williamson, E. G., & Hoyt, Donald. (*U. Minnesota, Minneapolis.*) Measured personality characteristics of student leaders. *Educ. psychol. Measmt.*, 1952, 12, 65-78.—From MMPI scores, the authors conclude that as groups student leaders engaged in political activities are characteristically different in personality makeup from those engaged in other types of activities and that fraternity and sorority leaders differ relatively little from other types of students in general.—*A. J. Sprow.*

(See also abstract 5788)

#### SPECIAL EDUCATION

6136. Delp, Harold A. (*Training Sch., Vineland, N. J.*) Curriculum problems with the mentally retarded. *Train. Sch. Bull.*, 1952, 49, 187-203.—The core curriculum, the specific units, the program of curricular development and the point of view growing out of the experience of the Training School at Vineland are reviewed. 31 references.—*W. L. Wilkins.*

#### EDUCATIONAL GUIDANCE

6137. Bowman, Howard A. (*Los Angeles (Calif.) City Schs.*) Techniques for graphical representation of pupil personnel data to indicate basis for more adequate guidance. *Educ. psychol. Measmt.*, 1952, 12, 490-502.—To provide test data graphically in the Los Angeles school system two new graphic modes were developed. One utilizes the scattergram principle and the other presents a graphical representation on IBM tabulator sheets. The two methods are

described in detail and illustrated. Several uses are also described.—*W. Coleman.*

6138. Cameron, Marian L. *An evaluation of a faculty advisory program.* *Educ. psychol. Measmt.*, 1952, 12, 730-740.—1182 upper-class students responded to a questionnaire examining student reaction to the faculty advisory program at Miami University. Another questionnaire was completed by the faculty advisory staff. Conclusions drawn from these data include: (1) Need for more assistance from the advisers; (2) more friendly and personal relationships with the advisers; (3) more time is needed to determine needed publications, delegation of responsibility, etc.; (5) more information is needed by advisers and students regarding the freshman advisory program, the advisory program in other divisions of the university, and the available special personnel services. The writer believes that the advisory program of Miami is "sound in its conception and outline" but with improvements needed.—*W. Coleman.*

6139. Driver, Helen L. (*U. Wisconsin, Madison.*) *Learning self and social adjustments through small-group discussion.* *Ment. Hyg., N. Y.*, 1952, 36, 600-606.—The use of small-group discussions in the counseling of normal high school, university and adult students was investigated on an exploratory basis. Follow-up questionnaires were used to evaluate the effectiveness of this approach. The results appear favorable and seem to serve a felt need that would otherwise go unheeded.—*M. A. Seidenfeld.*

6140. Driver, Helen Irene. (*U. Wisconsin, Madison.*) *Small group discussion.* *Personnel Guid. J.*, 1952, 31, 173-175.—The usefulness of group discussion therapy with normal students was studied through 8 discussion groups in three discussion projects. It is concluded that small-group discussion carried on in a permissive atmosphere is an excellent learning medium for personality growth of high school, college, and adult students.—*G. S. Speer.*

6141. Mueller, Kate Havner. *Training for citizenship through student activities.* *Personnel Guid. J.*, 1952, 31, 162-166.—Accepting training for citizenship as one of the most important tasks of the schools, campus government is discussed purely as a teaching and learning process. Some of the reasons why student activities are not promoted as a teaching process are also noted.—*G. S. Speer.*

6142. Ohlsen, Merle M. (*U. Illinois, Urbana.*) *Evaluation of dormitory counselors' services.* *Educ. psychol. Measmt.*, 1951, 11, 419-426.—Presents the reactions of dormitory counselors to a colleague rating plan which they helped develop. An evaluation form for residence hall counselors is reproduced; the follow-up interview and techniques for evaluation described; and the staffs' reaction analyzed.—*A. J. Sprow.*

6143. Sorrells, Daniel J. *Guidance—a challenge to the small school.* *Personnel Guid. J.*, 1952, 31,

108-112.—This paper reports a survey of guidance practices in 70 small schools located in 33 states. It is concluded that organized guidance can be carried out in small schools, but that the incidence of schools in which it operates is extremely small, and the degree to which services function varies greatly.—*G. S. Speer.*

6144. Traxler, Arthur E. (*Educ. Records Bureau, New York.*) *Essentials of guidance services in elementary schools.* *Elem. Sch. J.*, 1952, 53, 207-210.—The author gives some essentials of elementary-school guidance. He includes the objectives of the program, the testing procedures, the cumulative records, the organization of the program, the relationship of the program with the home, the discovery and the correction of weaknesses in it, teacher education relative to such a guidance program, necessary referrals, and the follow-up of the program.—*S. M. Amatora.*

6145. Woodman, Everett M. (*U. Illinois, Urbana.*) *Description of a guidance instrument designed to measure attitudes related to academic success in college.* *Educ. psychol. Measmt.*, 1952, 12, 275-284.—Describes an instrument for indirectly measuring attitudes related to academic success in college. An *r* of .30 was obtained for the "An Evaluation of Student Opinions" and first semester grades for 1500 freshmen. The A. C. E. yielded a similar *r*. The two instruments combined produced a multiple *R* of .43 with grades.—*W. Coleman.*

6146. Wrightstone, J. Wayne; Forlano, George, & Justman, Joseph. *Evaluating performance of pupils in selected occupations.* *Personnel Guid. J.*, 1952, 31, 176-180.—A comprehensive program of evaluation of the efficiency of instruction in vocational education requires the identification and definition of objectives in the two categories of general education, and education for occupational competence. Objectives in both categories are listed. The development of tests to measure the objectives of trade education is described.—*G. S. Speer.*

(See also abstract 5890)

#### EDUCATIONAL MEASUREMENT

6147. Batiavalla, B. M. *Results of mental testing of 250 Parsi school-going children of lower middle class families, between the ages of 8 and 11 years.* *Indian J. Psychol.*, 1949, 24, 52-61.—This extract from the thesis "A Study of Mental Ability of Parsi Children," submitted to the faculty of the Tata Institute of Social Science, Bombay, suggests that good education might improve the intelligence of these underprivileged children, living in a detrimental environment, who were tested by the Binet-Simon Cyril Burt Revision in Gujarati.—*G. E. Bird.*

6148. Carter, Homer L. J., & McGinnis, Dorothy J. (*Western Michigan Coll. Educ., Kalamazoo.*) *Some factors which differentiate college freshmen having lowest and highest point-hour-ratios.* *J. educ. Res.*, 1952, 46, 219-226.—In addition to high

school record and intelligence test results the following factors were found to differentiate the two groups at the 1% level of significance: number of books and periodicals reported as read, terms of acceptance of the college, return for the second semester, sex (in favor of females), definite vocational choice, units of high school mathematics.—*M. Murphy.*

6149. Clark, Willis W. (*California Test Bureau, Los Angeles.*) Evaluating school achievement in basic skills in relation to mental ability. *J. educ. Res.*, 1952, 46, 179-191.—Just as it is desirable to consider the achievement of individuals in relation to their ability so is it desirable to consider the median achievement of class groups or grades in relation to their varying levels of ability. Tables are given which make it possible to determine the median achievement above or below the norm to be expected on the California Achievement Tests for grades or groups having median IQs at varying percentile ranks on the California Test of Mental Maturity.—*M. Murphy.*

6150. Dole, Arthur A. (*Ohio State U., Columbus.*) Evidence of the effectiveness of a program for giving college credits by examination. *Educ. psychol. Measmt.*, 1951, 11, 387-396.—An attempt was made to evaluate the effectiveness of an achievement examining program which is integrated with a program of required courses and through which college credits can be earned at Antioch College. There was a close positive relationship between the number of credits earned in this program and the performance on standardized measures of general cultural achievement. 18 references.—*A. J. Sprout.*

6151. Durost, Walter N., & Prescott, George A. (*Boston U., Mass.*) An improved method of comparing a capacity measure with an achievement measure at the elementary school level. *Educ. psychol. Measmt.*, 1952, 12, 741-755.—Previous efforts in constructing achievement indices are reviewed and several difficulties involved in comparing capacity to achieve and achievement are described. The method proposed here is suggested as appropriate for comparing achievement and capacity, which the junior author intends to test empirically with a set of tests.—*W. Coleman.*

6152. Friedenberg, Edgar Z. (*U. Chicago, Ill.*) The measurement of the insight of graduate students into the methods of the social sciences. *Educ. psychol. Measmt.*, 1952, 12, 350-367.—Friedenberg reports the experiences of the University of Chicago staff for Social Sciences 200 in teaching Education and Social Science graduate majors. The examination used in the course is described and the results obtained with it presented.—*W. Coleman.*

6153. Goodlad, John L. (*Emory U., Ga.*) Research and theory regarding promotion and non-promotion. *Elem. Sch. J.*, 1952, 53, 150-154.—The research and representative theory on promotion and nonpromotion are given under the following groupings: (1) promotion practices and achievement; (2) promotion practices and homogeneous groupings; (3) promotion practices and habits and

attitudes; (4) promotion practices and behavior; and (5) promotion practices and personal-social adjustment. In conclusion the author gives some recommendations for the classification of pupils in graded elementary schools.—*S. M. Amatora.*

6154. Jordan, A. M. (*U. North Carolina, Chapel Hill.*) Measurement in education; an introduction. New York: McGraw-Hill, 1953. xi, 533 p. \$5.25.—The place of measuring instruments in the educative process is defined in terms of three major areas: (1) Problems of measurement and the definition of objectives; (2) Learning; and, (3) Evaluation and appraisal. The history, construction, and fundamental principles of testing are discussed in terms of detailed descriptions of specific tests. The relation of measuring instruments to defined objectives is treated for both the elementary and high school levels, including detailed lists of tests suitable for each level of instruction. Also contains measurement of achievement, intelligence, and personality relevant to the problems of school personnel.—*E. I. Gaier.*

6155. Lindgren, Henry Clay. (*San Francisco (Calif.) State Coll.*) The incomplete sentences test as a means of course evaluation. *Educ. psychol. Measmt.*, 1952, 12, 217-225.—Two weaknesses seem to be inherent in the evaluation questionnaire: (1) the student's tendency to suppress unfavorable reactions, and (2) "its apparent inability to reveal the existence of attitudes or attitudinal changes." The author experimented with the Incomplete Sentence Technique, labeling it a "non-directive opinionnaire," to overcome these disadvantages. In reviewing the completed opinionnaires several psychologists found (1) a "freeness of expression, (2) opportunity for keener insights into the feelings of the students," (3) the halo effect to be common on some items.—*W. Coleman.*

6156. Michael, William B., & Reeder, Douglas E. The development and validation of a preliminary form of a study-habits inventory. *Educ. psychol. Measmt.*, 1952, 12, 236-247.—Describes a new study habit inventory designed "(1) to make a unique contribution to the prediction of scholastic achievement, and (2) to serve a clinical function through furnishing information regarding the effectiveness of activities of an individual associated with his studying." The method of development is described and the preliminary data reported.—*W. Coleman.*

6157. Morris, Lucile. (*Winslow Elem. Sch., Racine, Wis.*) Evaluating and reporting pupil progress. *Elem. Sch. J.*, 1952, 53, 144-149.—After giving a historical review of methods of reporting pupil progress, the author shows how new developments in educational methods require new methods of reporting. This is followed by an evaluation of some of the current methods, and of the recent developments in one particular school.—*S. M. Amatora.*

6158. Myers, Robert Cobb. Biographical factors and academic achievement: an experimental investigation. *Educ. psychol. Measmt.*, 1952, 12, 415-426.—Through the use of a biographical inventory

containing the following factors: religion, extent of participation in organized activities outside school, size of home town, county of residence, nativity of parents, birth order, and number of high school offices held; correlations of .26 and .29 with freshmen grades for two successive classes were obtained in an eastern women's liberal arts college. A multiple R of .65 was obtained in combination with the scholastic aptitude test and high school average grade.—*W. Coleman.*

6159. Newman, Sidney H., French, John W., & Bobbitt, Joseph M. Analysis of criteria for the validation of selection measures at the United States Coast Guard Academy. *Educ. psychol. Measmt.*, 1952, 12, 394-407.—Analyses have been made of various measures of Coast Guard Academy Cadet performance and entrance test scores. Three independent clusters of Cadet performance are suggested by the data: (1) "adaptability to Academy life and activities, (2) athletic proficiency and attitudes, and (3) academic grades." The experimental entrance achievement and aptitude tests average nearly .50 in predicting specific course grades and academic standing. The entrance tests do not correlate significantly with the two non-academic criterion clusters.—*W. Coleman.*

6160. Odom, Charles L., & Miles, Ray W. Oral versus visual presentation of true-false achievement tests in the first course in psychology. *Educ. psychol. Measmt.*, 1951, 11, 470-477.—It was found that in general 200 sophomore students in General Psychology did equally well on achievement tests of the true-false type whether the questions were read aloud by the instructor or presented in mimeographed form. There is some indication that superior students did slightly better on visual presentation; however, inferior students did markedly better on oral presentation of the questions.—*A. J. Sprow.*

6161. Pierson, George A., & Jex, Frank B. (U. Utah, Salt Lake City.) Using the Cooperative General Achievement Tests to predict success in engineering. *Educ. psychol. Measmt.*, 1951, 11, 397-402.—When the cost of administering the Pre-Engineering Inventory became prohibitive, the College of Engineering at the University of Utah began to study the predictive value of the Cooperative General Achievement Tests. These tests are almost as efficient in predicting first-year marks in engineering as the Pre-Engineering Inventory. However, in the admission process, heavy reliance is placed on counseling procedures.—*A. J. Sprow.*

6162. Sen, J. M. Objective tests and their place in university education. *Indian J. Psychol.*, 1949, 24, 114-119.—A plan of periodic review and revision of the basic material of a course is necessary to prevent crystallization of the course and the examinations. The initial steps in an examination program are those involved in determining objectives of the course. Any test should be judged by its validity, reliability, objectivity, and accuracy of measurement. In this way unreliable variability of results may be minimized.—*G. E. Bird.*

6163. Silvey, Herbert M. (Iowa State Teachers Coll., Cedar Falls.) Changes in test scores after two years in college. *Educ. psychol. Measmt.*, 1951, 11, 494-502.—To determine the effects of 2 years of college training upon intellectual status and vocational interests as measured by the American Council Psychological Examination, the Nelson-Denny Reading Test, and the Kuder Preference Record (Vocational), these tests which were a part of the battery given all entering students were readministered to 517 sophomores at Iowa State Teachers College. Tabular comparisons of mean scores are presented, and the data are summarized in 16 points.—*A. J. Sprow.*

6164. Storrs, Sibyll V. (U. Florida, Gainesville.) Evaluative data on the G. A. T. B. *Personnel Guid. J.*, 1952, 31, 87-90.—The performance of 50 college students on the General Aptitude Test Battery is compared with their performance on the Wechsler-Bellevue. It is found that the highly verbal G, V, and N scores of the GATB correlate highly with the verbal scale of the Wechsler-Bellevue, and that the performance scales S, P, Q, A, and T correlate highly with the performance scale of the Wechsler. However, the GATB total score agrees better with the performance score of the Wechsler than it does with either the full score or the verbal score.—*G. S. Speer.*

6165. Symonds, Percival M. (Teachers Coll., Columbia U., New York.) Pupil evaluation and self-evaluation. *Teach. Coll. Rec.*, 1952, 54, 138-149.—The objective significance of evaluation by the teacher and self-evaluation by the pupils is often destroyed by personal needs to justify, exalt, defend, enhance, punish or deprecate themselves. Such distortions destroy the validity of marks and point to the need for better understanding of pupils and teachers, to the end that they may feel less necessity for enhancing or depreciating themselves and for periodically adopting adjustments prejudicial to their best interests.—*G. E. Bird.*

6166. Traxler, Arthur E. Tests for graduate students. *J. higher Educ.*, 1952, 23, 473-482; 502.—After discussing some of the problems involved in the selection of graduate students three tests are considered in detail: the Graduate Record Examinations, the Miller Analogies Test, and the I.E.R. Intelligence Scale-C.A.V.D., both with reference to available information on validity and reliability and practical problems of cost and administration. Briefer consideration is also given to the A.C.E. Psychological Examination, the Ohio State Psychological Test, the Cooperative Reading Comprehension Test, the Cooperative General Culture Test, and the Yale Educational Aptitude Tests.—*M. Murphy.*

6167. Tussing, Lyle. A consideration of the open book examination. *Educ. psychol. Measmt.*, 1951, 11, 597-602.—8 reasons for changing from traditional final examinations to an open book examination are considered. Examples are given, and 5 points in favor of the open book final examination presented.—*A. J. Sprow.*

6168. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Development and construction of the ROTC Qualifying Examination, RQ-3, for use in ROTC units in 1949. *Personnel Res. Sect. Rep.*, 1949, 823. 6 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3686, microfilm, \$1.00; photocopy, \$1.20.—The ROTC Qualifying Examination, RQ-3, was developed for the prediction of an individual's ability to succeed in military science and tactics courses as well as in college as a whole. The test consists of two parts: language and mathematics. The language portion was taken from the most valid parts of RQ-1, an ACE-type test, which was validated against general academic and military grade point averages in 5 ROTC units in universities representative of the country at large. The mathematics portion was taken from WPQ-1, which had been previously validated against course grades at West Point.

6169. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Validation of the West Point Biographical Inventory WPB-1, against first-year aptitude for service ratings. *Personnel Res. Sect. Rep.*, 1950, 829. 16 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3693, microfilm, \$1.00; photocopy, \$2.40.—This study concerns the validation of a questionnaire consisting of 300 MMPI items, 52 background or personal history items. 2 classes at the United States Military Academy were tested and leadership or officer potential ratings were obtained as criteria. Item analysis was accomplished in one class and the validity of keys based on item analysis determined in the second class. The key for the MMPI items gave negligible validity. A validity of .28 was obtained for the best composite of the remaining item types in the cross-validation population.

6170. Withall, John. (U. Delaware, Newark.) Assessment of the social-emotional climates experienced by a group of seventh graders as they moved from class to class. *Educ. psychol. Measmt.*, 1952, 12, 440-451.—"The social-emotional climate in the classroom may be assessed through categorization of the teacher's statements." The Social-Emotional Climate Index, devised for this purpose, was used with a group of 7th grade youngsters. Some diurnal variations in the classroom climate for the same teacher were found, but these were not as appreciable as the differences in the climate created by different teachers.—W. Coleman.

(See also abstracts 6173, 6199)

#### EDUCATION STAFF PERSONNEL

6171. Downie, N. M. (Purdue U., Lafayette, Ind.) Student evaluation of faculty. *J. higher Educ.*, 1952, 23, 495-496; 503.—A 36-item rating sheet was employed to permit students to evaluate their instructors with respect to instructional procedures, tests and examinations, usefulness of course content,

and instructor-student relations. Poorer students tended to rate less favorably than superior students; only slight differences were found between required and elective courses; in large classes instructional procedures were less favorably rated and in small classes instructor-student relations were less favorably rated. No differences were found between ratings of older and younger staff members.—M. Murphy.

6172. Hale, Peter Paul. A comparison of Kuder teachers' interest patterns with those of veteran teacher trainees. *Educ. Adm. Superv.*, 1952, 38, 412-420.—Subjects for the study were 49 white male veterans who completed training for high school teacher, either in social studies, mathematics, industrial arts, or miscellaneous. Wide percentile differences suggest that there is a need for new normative data to illustrate the profile of the industrial arts teacher. The author suggests a need for a D.O.T. job title and definition for industrial arts teacher.—S. M. Amatora.

6173. Hensley, Iven H. (Stephen F. Austin State Coll., Nacogdoches, Tex.), & Davis, Robert A. What high-school teachers think and do about their examinations. *Educ. Adm. Superv.*, 1952, 38, 219-228.—From 2000 questionnaires sent to school administrators throughout the state of Colorado, 923 were returned. Questions concerned 3 major areas of testing: (1) construction of tests, (2) administration of tests, and (3) uses of tests. Complete analysis of all 3 is given. A summary of results is presented for each of the 3 areas.—S. M. Amatora.

6174. Mello Simões, Dirce, & Baptista Motta, Dfnah. Estudo de valores culturais em um grupo de professoras paulistas. (A study of cultural values in a group of kindergarten teachers of São Paulo.) *Arch. brasil. Psicotécnica*, 1952, 4, 69-78.—The Allport-Vernon "Study of Values" test was administered to a group of 36 kindergarten teachers of São Paulo with the following results: The majority of the teachers belong to the religious type (12.5); and the rest as follows: economic (6); social (5); political (5); theoretical (4); aesthetic (3.5). 32 of the teachers without knowing the nature of the test or the results were subsequently requested to self-appraise themselves as to which type they predominantly belonged. There was very strong agreement upon the religious category (13), frequencies of the rest by self-appraisal being as follows: political (5); social (8); aesthetic (2); economic (3); theoretical (1). Interpretation of results stresses the role of cultural influences of the Brazilian environment. French and English summaries.—F. C. Sumner.

6175. Ryans, David G. (U. California, Los Angeles.) The results of internal consistency and external validation procedures applied in the analysis of test items measuring professional information. *Educ. psychol. Measmt.*, 1951, 11, 549-560.—Analysis of items in the General Principles and Methods of Teaching test in the National Teacher Examination battery is reported. External criteria used were derived from principals' judgments of teachers'

classroom behavior. The test, it is concluded, is made up of items that function satisfactorily from the standpoint of internal consistency. The same items do not yield as high indices of discrimination when external criteria are used.—A. J. Sprow.

6176. Ryans, David G. (U. California, Los Angeles.) A study of criterion data. (A factor analysis of teacher behaviors in the elementary school.) *Educ. psychol. Measmt.*, 1952, 12, 333-344.—As a part of the Teacher Characteristics Study the present report deals with the question of "the uni- or multi-dimensionality of the criterion." Using a specially devised classroom observation scale with trained observers, 275 classroom teachers were studied. The findings suggest that "teacher personal and interpersonal behavior in the classroom probably can be described in terms of several major dimensions, or clusters, of qualities and behavior. However, it is important to note that these major dimensions, the factors that emerged, tend to overlap and to be positively correlated."—W. Coleman.

#### PERSONNEL PSYCHOLOGY

6177. Saint-Just, R. Rapport sur une étude du travail de la mécanicienne en confection de chemises d'hommes. (Report on a study of the work of women who do machine work in the manufacture of men's shirts.) *Bull. Cent. étud. rech. Psychotech.*, 1952, No. 1, 9-21.—The study deals with the apprentice stage of women 18-35 years of age who were selected by various tests for a time of probation. The aim of the study was to detect the difficulties of the work, and by becoming aware of them, to discover the cause of faulty work. At the end of the probation period the apprentices had to perform exercises and to make a shirt in not more than two hours. The average time at the end of the working period was found to be 95 minutes while in industrial manufacture only 60 minutes are needed. The quality of the work seemed to depend on the simultaneous utilization of numerous visual, auditory and kinesthetic sensations and signs.—M. Haas.

(See also abstract 6224)

#### SELECTION & PLACEMENT

6178. Biesheuvel, S. Personnel selection tests for Africans. *S. Afr. J. Sci.*, 1952, 49, 3-12.—A 5-year study by the Mines Research Team of the National Institute for Personnel Research yielded 7 performance tests for African mine workers from varied backgrounds. All instructions are by silent film. Major classifications are for supervisory, mechanical, and nonmechanical jobs, with subclassifications for specific tasks. Training mortality is reported as reduced to 3.6%, compared with 26% for chance selection and 17% for traditional methods.—R. Tyson.

6179. Elliott, John M. Promotion from within: fact or farce? *Personnel*, 1952, 29, 227-233.—There are 3 basic steps to be taken in executive program-

ming: (1) determining the demand for executive talent, (2) determining the supply of actual and potential executive talent now available within the company, and (3) setting up the machinery to balance demand and supply on a continuing basis. In arriving at the number of management trainees to recruit each year, 2 factors must be taken into consideration: (1) the time required to reach management level, and (2) the turnover rate of such trainees. One of the essential features of a well-formulated development plan is the periodic review of the men listed as trainees. The progress of these men should be evaluated at least semiannually and their right to be classified as candidates for promotion reviewed at these times.—W. H. Osterberg.

6180. Fruchter, Benjamin. (U. Texas, Austin.) Orthogonal and oblique solutions of a battery of aptitude, achievement and background variables. *Educ. psychol. Measmt.*, 1952, 12, 20-38.—The Airman Classification Test Battery and other variables were factor analyzed in order to improve the efficiency of selection and classification. 8 factors were identified: verbal, numerical facility, mechanical experience, perceptual speed, visualization, academic information, correct English usage, and socio-economic background.—A. J. Sprow.

6181. Gaylord, Richard H., & Russell, Eva. West Point evaluative measures in the prediction of officer efficiency. *Educ. psychol. Measmt.*, 1951, 11, 605-611.—The relationship between performance at West Point by a sample of the class of 1944 and performance as an Army officer was studied. "... non-academic measures of college performance are superior to the academic measures in predicting officer success." Even within the Infantry group where academic grades are more predictive, their prediction was no better than any one of the non-academic variables, and the aptitude for service rating continued to be the best predictor of later officer performance.—A. J. Sprow.

6182. Green, Russel F. Does a selection situation induce testees to bias their answers on interest and temperament tests? *Educ. psychol. Measmt.*, 1951, 11, 503-515.—This question was investigated by comparing test performance of a group of 45 Juvenile Bureau patrolmen and a group of 70 applicants for assignment as Juvenile Bureau patrolmen. The ACE, Cardall's Test of Practical Judgment, the Kuder Preference Record, the Guilford-Martin Inventory of Factors GAMIN, and Guilford's Inventory of Factors STDCR were the tests used. Generalizations are made concerning attempts at and success in faking on self-inventory tests.—A. J. Sprow.

6183. Kephart, Newell C. (Purdue U., Lafayette, Ind.) *The employment interview in industry*. New York: McGraw-Hill, 1952. 277 p. \$4.50.—Successful interviewing results from the matching of facts about the applicant with facts about the job. Interviews are more important in hiring than any other selection device. As new aids for personnel selection are developed (tests, job analysis, studies

of job success) the importance of the interview is increased. There are 10 chapters. 5 chapters discuss the evaluation of past experience, mental ability, mechanical ability, personality, and physical characteristics. The remaining chapters discuss job analysis, motivation and emotional maturity, preliminary preparation for and conduct of the interview. Chapter references.—C. G. Browne.

6184. Mugaas, Hendrik D., & Hester, Rupert. **The development of an equation for identifying the interests of carpenters.** *Educ. psychol. Measmt.*, 1952, 12, 408-414.—Using an equating method explained in the article, the writer was able "to secure a characteristic profile on the Kuder Preference Record and to develop a stable equation for identifying interests characteristic of carpenters." The developed equation was checked against a second sample of carpenters and other groups. A group of lawyers were significantly different whereas a group of men in occupations allied to carpentry fell midway between a group comparable to the original norm group and the carpenter groups.—W. Coleman.

6185. Scholl, Charles E., Jr., & Bellows, Roger M. **A method for reducing employee turnover.** *Personnel*, 1952, 29, 234-236.—A study was conducted in a pharmaceutical company to investigate the characteristics differentiating the turnover-prone employee from the employee who remained on the job. 75 short term and 75 long term employees were selected as the criterion groups. The following records were used in the analysis: age, marital status, employment record, and scores on the Wonderlic. A combination of these against the criterion produced a multiple correlation coefficient of .46. The scoring system used here could have eliminated 69% of the 75 turnover-prone applicants in the employment office. A second study used 100 employees in each of the criterion groups; in this case a multiple correlation coefficient of .53 was obtained.—W. H. Osterberg.

6186. Traxler, Arthur E. **Objective testing in the field of accounting.** *Educ. psychol. Measmt.*, 1951, 11, 427-439.—The American Institute of Accountants initiated a project to improve the selection of personnel for public accounting. Kinds of evaluation undertaken, nature of the tests developed and their reliability and validity, services to colleges and the profession, costs of the program, extent of participation, and uses and limitations of the tests are reported.—A. J. Sprow.

6187. U. S. Dept. Army. **Adjutant General's Office. Personnel Research Section. Analysis of efficiency report scores for officers relieved from active duty under the forced reduction plan.** *Personnel Res. Sect. Rep.*, 1950, 864. 8 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3553, microfilm, \$1.00; photocopy, \$1.05.—Analysis of the Officer Efficiency Report, WD AGO Form 67-1, scores of 1123 non-Regular Army officers who were separated from the service on the basis of judgment of commanding officers under the Army's Forced Reduction Plan

revealed that the mean standard score received by separated officers was considerably lower than the mean of 100 achieved by the standardization population. The lower average of separated officers indicates that the 67-1 would have been a valid measure for identifying officers to be separated from the service. Scores obtained by combat officers did not differ significantly from scores of officers in the technical and administrative services. Although average 67-1 scores, by rank, showed a slight decrease from higher to lower ranks, the differences between successive ranks were not of a high level of statistical significance.

6188. U. S. Dept. Army. **Adjutant General's Office. Personnel Research Section. Analysis of the enlisted efficiency report, DA AGO Form 297, in the operating program.** *Personnel Res. Sect. Rep.*, 1950, 847. 29 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3551, microfilm, \$1.00; photocopy, \$3.75.—Army Enlisted Efficiency Reports (EER) obtained under normal operating conditions were analyzed to determine (1) their relationship to nine variables and (2) whether there were time trends in upgrading and halo as expressed in increased means and intercorrelations of the items (indications that the value of the EER is being reduced). Grade of ratee was found to be most strongly associated with EER score. Grade of rater and indorser; degree of association between ratee, rater and indorser; length of time ratee had been known to rater; length of time rater had been in his present grade, showed some relationship to EER score. The relationship of grade of rater and indorser to EER score may be a reflection of the tendency for the ratees in the higher grades to be assigned, for rating purposes, to raters and indorsers in the higher grades. Time trends in upgrading and halo were slight but detectable and need periodic checking to determine whether or not the value of the EER is being reduced.

6189. U. S. Dept. Army. **Adjutant General's Office. Personnel Research Section. Construction of a self-description blank for Arctic assignment.** *Personnel Res. Sect. Rep.*, 1949, 835. 7 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3548, microfilm, \$1.00; photocopy, \$1.00.—The report describes the selection and pairing of items for a biographical information blank for Arctic assignment. Tetrachoric validities against a composite criterion of Arctic adjustment were employed as discrimination indexes while p values (percentage choosing an item alternative) were used as preference values. Pairing was accomplished in the usual manner, equating on preference indexes while maintaining as disparate discrimination values as possible. Mean validity coefficients of *a priori* clusters of items similar in content were computed and considered in conjunction with the validity of members of the cluster as a means of obtaining a more stable estimate of the validity of a given item. It was possible to identify and utilize several clusters.

6190. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Development and cross-validation of scoring keys for leaders' course selection instruments. *Personnel Res. Sect. Rep.*, 1949, 814. 18 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3545, microfilm, \$1.00; photocopy, \$2.55.—This report summarizes the revision and evaluation of a biographical information blank and an enlisted man's evaluation report on the basis of data obtained from use of the instruments in selection of men for Leaders' Course. An alternative key for the biographical information blank, based on validities of items against a composite criterion, offered no appreciable increase in validity over the key in current use, based on the consistency of item validities on three item analysis populations. New experimental keys for the evaluation report were developed and validated. Observations were made on the effect of length of observation period on the validity of the report. The two instruments were cross-validated and an optimal composite score determined for predicting success in Leaders' Course.

6191. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Development of a new system for scoring the enlisted efficiency report. *Personnel Res. Sect. Rep.*, 1951, 853. 12 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3552, microfilm, \$1.00; photocopy, \$1.65.—Experience with the Enlisted Efficiency Report (EER), a rating of job performance and personal characteristics, first used Army-wide in 1948, indicated the need for 2 changes: (1) the range of scores (40 points) was too narrow to permit adequate differentiation among the ratees, and (2) raters did not understand how to mark unfavorably stated items such as "Lazy on the job." The range of scores was increased to 210 points by validating and scoring more of the EER items (16 of the 45 items were formerly scored) and by scoring all scale points (5 or 10-point rating scales) instead of using the three-level scoring of items introduced initially to simplify machine scoring. Distributions of scores were similar when either scoring system was used on EER's of the same or different population of enlisted men ( $r = .93$ ). With one exception, the unfavorably stated items did not turn out to be as valid as the 29 favorably stated items ( $r's = .68$  to .88) selected for scoring.

6192. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. The establishment of scoring keys for the Army Activities Preference Blank. *Personnel Res. Sect. Rep.*, 1950, 834. 13 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3547, microfilm, \$1.00; photocopy, \$1.80.—The Army Activities Preference Blank APB-1 was designed to obtain accurate indications of Army job preferences of new inductees. 8 keys, representative of broad categories of Army work, were developed on the basis of the expert judgment of the technicians who assembled APB-1. Each of the items in the test was

related to the internal criterion, total score of each key. Then, each key was "purified" by a process of iteration. Upon analysis, the "Bench Trades" area was divided into a "Crafts" and a "Precision Tool" area, resulting in nine keys. Intercorrelations among the keys ranged from  $-.58$  to  $+.58$ . Correlations between the keys and other reception processing tests were low, ranging from  $-.28$  to  $+.26$ .

6193. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Further validation of physical proficiency tests against aptitude for service ratings at West Point. *Personnel Res. Sect. Rep.*, 1949, 828. 10 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3687, microfilm, \$1.00; photocopy, \$1.85.—This study reports the validation of physical proficiency measures against ratings of leadership, using West Point cadets as subjects. In one group of 254 cadets, a battery of such measures was selected and weighted by multiple correlation techniques. The weighted composite was then applied to a cross-validation sample of 217 cadets. A battery developed in a previous study was also cross-validated. Cross-validated coefficients were around .45.

6194. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Preparation of a battery of physical proficiency measures for classification. *Personnel Res. Sect. Rep.*, 1950, 820. 5 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3685, microfilm, \$1.00; photocopy, \$1.05.—The preparation of a battery of physical proficiency measures to be used for classification in the U. S. Army is described. Measures were selected or prepared to cover the principal factors in physical proficiency disclosed by previous research. Others were included because of their apparent relation to combat jobs. The battery is being studied in connection with selection for Arctic assignment and will be validated further.

6195. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Readability of the rater's guide. *Personnel Res. Sect. Rep.*, 1950, 832. 11 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3546, microfilm, \$1.00; photocopy, \$1.50.—The Rater's Guide is a specially written exposition of basic rating principles for use by Army enlisted men. It was intended to be interesting and self-teaching to them. To check on the readability, Flesch counts were made of samples of the Rater's Guide and of other publications written for higher levels of Army readers. The Rater's Guide proved to be easiest to read (score of 81, comparable to pulp fiction), and to have the highest human interest (score of 85, comparable to fiction). One modification was made in counting personal words. Words such as "officer," ordinarily considered common gender, were counted as masculine because of the preponderantly masculine population in the Army.

6196. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Revised scor-

ing procedures for the Army Activities Preference Blank. *Personnel Res. Sect. Rep.*, 1950, 841. 14 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3549, Microfilm, \$1.00; photocopy, \$1.50.—The purpose of this study was to devise a scoring procedure for the Army Activities Preference Blank, APB-1, which would reduce the scoring labor without substantially reducing the effectiveness of the form. The new formula reduced the number of machine runs from 9 to 5 by pairing the interest fields with the fewest items in common and dropping several items which were common to more than one field. The scoring formula was changed from "rights" plus "wrongs" plus 20 to "rights" only. Scores in the interest fields derived by the old and the new scoring procedures from the sample of 1,000 Fort Jackson recruits correlated from .93 to .99 with a median of .98. Regression equations were used to convert revised scores into preference levels which would have meaning comparable to those determined from original scores. Two different operators each scored 200 answer sheets by both procedures and saved an average of 53% in time by using the new procedure.

6197. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Studies of officer efficiency report, WD AGO Form 67-1, in operation. III. Validities of sections, especially section IIIC. *Personnel Res. Sect. Rep.*, 1952, 944. 17 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3682, microfilm, \$1.00; photocopy, \$3.45.—The validity of various sections of the Army Officer Efficiency Report, WD AGO Form 67-1 was reexamined with special attention to a graphic rating scale on suitability of officer for types of assignment. Differences in the validities of the various techniques were slight relative to the improvement in validity effected by the use of multiple ratings.

6198. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Validation of the West Point Self-Description Blank. *Personnel Res. Sect. Rep.*, 1950, 872. 12 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3554, microfilm, \$1.00; photocopy, \$1.65.—The West Point Self-Description Blank, containing 497 forced-choice pairs, was administered to candidates for the West Point class of 1952. Leadership ratings were subsequently obtained for 542 cases. Item validities and total-score correlations were computed using one-half of the sample. Valid and suppressor items were selected for keying and yielded a cross-validity of .21. The size of the coefficient led to the tentative rejection of the particular forced-choice rationale basic to this self-description blank. Findings of theoretical interest regarding the manner of cross-validation of particular types of item analysis keys are reported.

6199. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. Validity of low "passing scores" on physical proficiency tests in predicting leadership ratings. *Personnel Res. Sect.*

*Rep.*, 1950, 833. 10 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3692, microfilm, \$1.00; photocopy, \$1.65.—In previous studies made by the Personnel Research Section, a substantial relationship between scores on physical proficiency tests and West Point aptitude-for-service ratings was found. In the current study, the relationship between 5 physical proficiency tests and aptitude-for-service ratings was investigated for low cutting points on the former. A sample of 203 cadets was used to determine individual test validities and weights. A second sample of 193 cadets was used for cross validation of the best composite of tests. The results indicate a definite trend toward higher validity at lower points of cut for all predictors except age. The validity coefficient of the three-variable composite (parallel bar dips, 150-yard dash, and basketball throw) at the 10 percent point of cut was found to be .62 in the analysis population and .50 in the cross-validation population.

6200. Voris, Charles W. (State Coll. Washington, Pullman.) Weighted application form. *Personnel J.*, 1952, 31, 254-258.—The foremen of 6 production departments at Rheem Manufacturing Co. selected their 5 most successful and 5 most unsuccessful employees. After the characteristics of the 2 groups in each department were studied a weighted application form was devised and validated on new employees. Each item on the application form was weighted separately for each department so that the form could be used not only for placing the new employees in the most suitable department available but could be used later for transferring and promoting the employees.—M. B. Mitchell.

6201. Wesman, Alexander G. (Psychological Corp., New York.) The Differential Aptitude Tests. *Personnel Guid. J.*, 1952, 31, 167-170.—5 years of experience with the DAT are summarized. The tests have proved useful in a variety of ways in educational and vocational guidance, and in industrial personnel selection and placement.—G. S. Speer.

6202. Zaidenberg, D. La selection professionnelle des vendeurs. (The professional selection of salespeople.) *Bull. cent. étud. rech. Psychotech.*, 1952, No. 1, 23-40.—A detailed history of the field is represented, and the tests which have been used are discussed. Many German studies and also those of other European countries are considered. In conclusion it is affirmed that at present there exist a wide variety of procedures and tests, tending toward greater accuracy; much preference seems to be given to biographical questionnaires, interviews, interest records and personality tests with rating scales.—M. Haas.

(See also abstract 5842)

#### LABOR-MANAGEMENT RELATIONS

6203. Benjamin, Roland, Jr. A survey of 130 merit-rating plans. *Personnel*, 1952, 29, 289-294.—This survey showed that 130 merit-rating plans are in use among the 75 participating companies.] There

were 54 plans for manual employees, 42 for clerical, and 34 for administrative, professional, and supervisory. The uses for rating plans reported were most often in connection with merit increases (most popular use), to tell employees where they stand, to determine training needs, to determine promotability, to evaluate employees, and to determine advisability of transfer. Graphic rating scales were by far the most popular device reported, with about 9 out of 10 companies reporting their use.—*W. H. Osterberg*.

6204. **Esculier, Guy G.** *Méthodes et techniques des relations humaines.* (Methods and techniques of human relationship.) *Travail et Méthodes*, 1952, No. 57, 23-25.—Written statements of policy, anonymous questionnaires about opinions, amelioration of quality of personnel by better selection, by constant improvement of functions, by development of communications in 3 directions, by development of ties of solidarity, and by the interest of the personnel in results are discussed.—*E. Katz*.

6205. **Funk, Harry B., & Becker, Robert C.** Measuring the effectiveness of industrial communications. *Personnel*, 1952, 29, 237-240.—This study was to design a measure of the effectiveness of oral and written communications. Policy manuals, memoranda, and letters to the supervisory staff and rank-and-file employees, as well as all verbal instructions in a student counseling center were studied. Test items covering all aspects of these communications were then constructed. The resulting test was administered to all members of the staff. All items showing a 25% difference in favor of the staff over the control group were retained. The test papers were then rescored on the basis of the 33 retained items and summated to yield a total score ranging from 0 to 33. Results showed that the communications effectiveness in this organization was extremely low.—*W. H. Osterberg*.

6206. **Harrison, Richard S.** (*U. Chicago, Ill.*) Conference timed-analysis. *Personnel*, 1952, 29, 241-252.—A conference analysis starts with written record of conference happenings. Each item is judged by the observer against criteria for leadership, participation, and materials. The observer records at the bottom of each page the prevailing level of performance as regards all three, thus supplying the Leadership Efficiency Index, Participation Efficiency Index, and Material Efficiency Index. The three individual indexes when worked up as weighted averages become the Conference Effectiveness Index. This article describes the procedure, the approach used, the observation process, recording the evaluations, and the criteria.—*W. H. Osterberg*.

6207. **Kasman, Saul.** Training supervisors in human relations by the case method. Chicago: Illinois Public Aid Commission, 1952. iii, 23 p. (Mimeo.)—An abstract of an article on supervisory training by Roethlisberger introduces the subject. Next, a suggested method for handling human relations problems based on the T. W. I. 4-step method is presented. 13 pages are devoted to case studies varying in length from a single sentence to half a

page. 20 are cases involving industrial employees, 14 are cases involving federal employees, and 8 are cases involving state employees.—*T. R. Lindbom*.

6208. **O'Donnell, Walter G.** Role-playing as a practical training technique. *Personnel*, 1952, 29, 275-289.—Role-playing is a means of acquiring experience in handling human relations situations in concentrated form, under conditions favorable to learning and growth. It requires a strict limitation of the size of the group to not more than 20, and preferably 5 or 10, with all present as actual or potential participants. It has been used effectively in military training, psychological therapy, and general education as well as in supervisory and managerial training in industry. It thrives in an industrial organization in which decision-making is decentralized and an awareness of responsibility for good human relations is widely shared on all levels of management.—*W. H. Osterberg*.

6209. **Pelz, Donald C.** (*U. Michigan, Ann Arbor.*) Influence: a key to effective leadership in the first-line supervisor. *Personnel*, 1952, 29, 209-217.—To determine "What attitudes and behavior in the first-line supervisor lead to greater employee satisfaction?" a questionnaire was administered to 8000 non-supervisory employees and 2000 others were interviewed. It is likely that a great many organizational factors can act as "conditioners" of supervisory leadership. Findings show that the low-influence supervisor may have to behave rather differently toward employees from the high-influence supervisor, if maximum employee morale is to be achieved.—*W. H. Osterberg*.

6210. **Rose, Arnold M.** Union solidarity; the internal cohesion of a labor union. Minneapolis, Minn.: University of Minnesota Press, 1952. xx, 209 p. \$3.00.—This study of the attitudes of the membership of a union local reports on worker solidarity and the local union, participation of the members in the activities of the union and loyalty, the extent to which members agree with union policies, the members' attitudes toward minority groups, the role of the union, and the attitudes of special groups of members. 25 practical and 10 theoretical conclusions are reached. The schedule used in the survey is reproduced in an appendix.—*A. J. Sprow*.

#### INDUSTRIAL AND OTHER APPLICATIONS

##### INDUSTRY

6211. **Andrews, Basil, & Finch, Dan M.** (*U. California, Berkeley.*) Truck-noise measurement. *Proc. Highway Res. Bd*, 1952, 31, 456-465.—Field tests were conducted to determine the correlation between sound-level measurements on 16 different truck mufflers and jury evaluations of the annoyance due to noise produced by the trucks. "The results of the analyses indicate that the American Standards Association sound-level meter can be used as a satisfactory instrument to indicate the

annoyance value of truck noise . . ." when used on the "A" scale (40 db. weighting) and set up in the proper manner.—*J. V. Zuckerman*.

6212. **Atkinson, William H., Crumley, Lloyd M., & Willis, Marion P.** A study of the requirements for letters, numbers, and markings to be used on trans-illuminated aircraft control panels. *U. S. Naval Air Material Cent.*, 1952, Rep. Ted. No. NAM El-609, pt. 5, 26 p.—This experiment was designed to evaluate the legibility of the forms for numerals developed in the Aeronautical Medical Equipment Laboratory. These numeral forms are compared to the forms embodied in Air Force-Navy Drawing 10400 and the font developed by Berger. The tests were conducted under conditions of red transillumination ranging from .10 to 3.30 footlamberts and under conditions of daylight illumination with intensities of 11, 24 and 34 footcandles. Where total errors are employed as the criterion, it has been found that the AMEL proposed form is superior to the other two forms with red transillumination or daylight illumination. In the analyses of the error scores for individual digits, the digits of the AMEL proposed series are not always significantly more legible than their counterparts in the other two fonts.—*H. E. Page*.

6213. **Faverge, J.-M.** Analyse et structure du travail. (Analysis and structure of work.) *Bull. cent. étud. rech. Psychotech.*, 1952, No. 1, 1-8.—The quantitative analysis of work is not free from the danger of cutting apart the structural units of the working process. This can be seen when one attempts to measure the time used for components of work. In learning some type of work one often arrives at the well-known plateau stage; then new structural units are formed and the observations made at the beginning of the learning period have lost their importance. Neither faculties nor aptitudes can be isolatedly measured in experiments; the meaning of the special task must be taken into consideration. The 3 factors that can be measured are the verbal, numerical and special factor.—*M. Haas*.

6214. **Grime, Geoffrey.** (Road Res. Lab., Harmondsworth, Middlesex, England.) Traffic and road safety research at the Road Research Laboratory, England. *Proc. Highway Res. Bd.*, 1952, 31, 466-480.—The organization and the scope of work of the Traffic and Safety Division of the Road Research Laboratory are described. Research is performed on traffic flow and road layout, skidding, vehicle performance, vehicle and street lighting, and pedestrian safety. Psychologically oriented studies of the relationship between safety propaganda and improved marking for surfaces of crossings showed that road markings were more effective than propaganda in promoting observance of crossings. Women make more use of marked pedestrian crossings than men, and children are more observant of the crossings than women.—*J. V. Zuckerman*.

6215. **Humphrey, Carroll E.** Auditory displays. I. Spatial orientation by means of auditory signals—

an exploratory study. Silver Spring, Md.: Applied Physics Lab., Johns Hopkins University, 1952. 6 p.—This study attempted to arbitrarily select a series of signals which would minimize the time lag resulting from attending to first one signal and then to the other. Also, it attempted "to determine, by use of new signals, whether auditory data could be used to display spatial localization." Apparatus and procedure are discussed. Conclusion was that "the auditory signals used are of some value in presenting information in terms of spatial location."—*H. R. Myklebust*.

6216. **Humphrey, Carroll E., & Thompson, John E.** Auditory displays. II. Comparison of auditory and visual tracking in one dimension. A. Discontinuous signals, simple course. Silver Spring, Md.: Applied Physics Lab., Johns Hopkins University, 1952. 6 p.—It is possible to present a course which may be tracked as well with auditory presentation of signals as with visual signal presentation and the subjects were able to track the course efficiently for both auditory and visual presentation. Apparatus and methods of procedure are discussed.—*H. R. Myklebust*.

6217. **Humphrey, Carroll E., & Thompson, John E.** Auditory displays. II. Comparison of auditory tracking with visual tracking in one dimension. B. Discontinuous signals, complex course. Silver Spring, Md.: Applied Physics Lab., Johns Hopkins University, 1952. 7 p.—Type of signals, apparatus and method were identical to study II, A (see 6216). The course used in the present study was much more difficult. Conclusions include the finding of individual differences in tracking ability; auditory signals are as adequate as visual signals for tracking and a moderate correlation exists between auditory and visual tracking scores.—*H. R. Myklebust*.

6218. **Mead, Leonard C., & Wulfeck, Joseph W.** (Tufts Coll., Medford, Mass.) Human engineering: the study of the human factor in machine design. *Sci. Mon., N. Y.*, 1952, 75, 372-379.—A summary of some recent thinking and research in this field.—*B. R. Fisher*.

6219. **Prisk, C. W.** Effect of barrier-line location at no-passing zones. *Proc. Highway Res. Bd.*, 1952, 31, 356-374.—A comparative study of no-passing-zone markings, the national-standard (yellow barrier line next to center line) and the Missouri-type (yellow line in middle of driving lane), was conducted. Observations were made of driver operation of vehicles driving through the zones and roadside interviews concerning preferences were conducted with 805 drivers. The conclusions are drawn that measured differences in operating characteristics on the national-standard and the Missouri-type no-passing-zone markings are slightly in favor of the national-standard system. The driving public does not show a significant preference for either marking.—*J. V. Zuckerman*.

(See also abstracts 5632, 5640, 5656, 5668, 5677)

BUSINESS & COMMERCE  
(See abstract 6202)

## PROFESSIONS

6220. Fairbanks, Rollin J. (*Episcopal Theological Sch., Cambridge, Mass.*) Diagnosis in pastoral care. *J. Pastoral Care*, 1952, 6 (Spring), 34-38.—An illustration of the clinical influence on the work of the pastor is the emphasis upon diagnostic understanding instead of moralistic judgment. Such errors as snap decisions, professional isolation, and pre-determined opinions are yielding to sustained investigation, professional consultation, and open-mind view of the total situations.—P. E. Johnson.

6221. Healy, Irene, & Borg, Walter R. (*U. Texas, Austin.*) Personality and vocational interests of successful and unsuccessful nursing school freshmen. *Educ. psychol. Measmt.*, 1952, 12, 767-775.—The Guilford-Martin and the Kuder Preference Record, form CM, were given to 187 nursing school freshmen. Scores made by the 140 who successfully completed the first year were compared with the remaining 47 who dropped out. On the Guilford-Martin a greater percent of the drop outs made extremely low scores on the nervousness, depression, cycloid tendencies, objectivity and cooperativeness, and rhythmic scales. No significant differences were obtained on the Kuder with both groups making high scores on the scales related to nursing. The authors believe that in responding to the Kuder the students attempted "to fit a desired stereotype."—W. Coleman.

6222. Howe, Revel L. The role of clinical training in theological education. *J. Pastoral Care*, 1952, 6 (Spring), 1-12.—Theological education is sick with "subject-matteritis," fragmented without wholeness, and without paying enough attention to the student. "Clinical training provides theological students the opportunity in a person-to-person situation to receive supervised training in the process of inter-

personal relations which are basic to effective pastoral care." In discovering the importance of relationships, students may be confronted by themselves, by other people, by the needs of persons, and the questions growing out of existence.—P. E. Johnson.

6223. Roe, Anne. A psychologist examines 64 eminent scientists. *Sci. Amer.*, 1952, 187(5), 21-25.—The author's studies of eminent scientists which have been reported in several technical papers are here summarized. Differences in personality and interests are shown between biologists, physicists and social scientists. Common to all groups is a "driving absorption in their work."—C. M. Louttit.

6224. U. S. Dept. Army. Adjutant General's Office. Personnel Research Section. An exploratory study of the relationship of West Point class standing and achievement of the rank of general officer. *Personnel Res. Sect. Rep.*, 1950, 843. 7 p. Washington: American Documentation Institute (1719 N St., N. W.), Document No. 3550, microfilm, \$1.00; photocopy, \$1.00.—The names of 88 general officers who were West Point graduates were obtained from the 1946 Army Register and their final standings in their respective West Point classes were secured. The class standings were converted into percentile ranks and the median percentile ranks of the total group and of sub-groups defined by two dichotomizations were determined, as follows: (1) a median percentile rank of 68 for the total group of 88 general officers, (2) a median percentile rank of 66 for the 71 general officers graduating before 1917 as compared with 86 for the 17 graduating after that, (3) a median percentile rank of 65 for the 36 officers who became generals before 1942 as compared with 73 for the 52 officers who became generals during or after 1942. The relatively small number of general officers involved in the study precluded the drawing of definite conclusions but the results appeared to be potentially useful in setting up hypotheses.

## The Last Word . . .

Errata: The author's address in entry number 2100, March 1953, should read: (Queens Coll., Flushing, N. Y.)

Entry number 4251, June 1953, should read: "This article presents a rationale for results obtained by the same investigator who factor analyzed W-B subtests for psychoneurotic, schizophrenic, and brain-damaged male veterans between the ages of 20 and 40. . . ."

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The editorial staff spends many hours searching for material which should be included in this journal. Sometimes they make errors of commission and of omission. An almost unpardonable error was to fail to include *Current trends in psychological theory* on its first appearance in 1951. We did not receive a review copy from the publisher. Now, after the value of this book is widely recognized, we hope in part to rectify our error. In order to record the work permanently, while at the same time conserving space, we are including the notice in entry number 4711. It has not seemed necessary to include full abstracts of each paper at this late date.

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The *British Journal of Psychology—Statistical Section* has changed its title to *British Journal of Statistical Psychology* (*Brit. J. statist. Psychol.*) with volume 6, 1953.

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The following journals have been added to our list for regular coverage. Those marked with an asterisk are received regularly in the Editorial Office.

\* *Acta Psychotherapeutica Psychosomatica et Orthopaedagogica* (*Acta Psychother. Psychosom. Orthopaedagog.*) beginning with Vol. 1, No. 1, 1953.

\* *Biometrics* (*Biometrics*) beginning with Vol. 9, No. 1, 1953.

*Bleter far Yiddisher Dertsing* (*Bl. Yiddisher Dertsing*) beginning with the 1950 issues.

\* *Bulletin of the Isaac Ray Medical Library* (*Bull. Isaac Ray med. Libr.*) beginning with Vol. 1, No. 1, 1953.

*Econometrica* (*Econometrica*) beginning with Vol. 21, No. 1, 1953.

\* *Ergologie* (*Ergologie*) beginning with Vol. 1, No. 1, 1952.

*Jewish Education* (*Jewish Educ.*) beginning with Vol. 22, No. 1, 1950.

*Journal of Medical Education* (*J. med. Educ.*) beginning with Vol. 27, No. 1, 1952.

\* *Neurone* (*Neurone*) beginning with Vol. 1, No. 1, 1953.

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\* *Praxis der Kinderpsychologie und Kinderpsychiatrie* (*Praxis Kinderpsychol. Kinderpsychiat.*) beginning with Vol. 1, No. 1, 1952.

\* *Quarterly Bulletin of the British Psychological Society* (*Quart. Bull. Brit. Psychol. Soc.*) beginning with Vol. 1, No. 7, 1950.

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